DOCUMENT RESUME

ED 478 045 SO 035 010

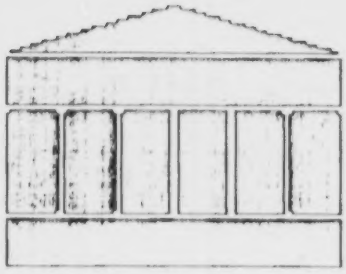
TITLE	World War II Unit. Using Primary Sources in the Classroom.
INSTITUTION	Alabama Dept. of Archives and History, Montgomery.
PUB DATE	2001-07-13
NOTE	144p.; For other units in this series, see SO 035 002-011.
AVAILABLE FROM	Alabama Department of Archives and History, 624 Washington Ave., Montgomery, AL 36130-0100. Tel: 334-242-4435; e-mail: dpendlet@archives.state.al.us; Web site: http://www.archives.state.al.us/ .
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01/PC06 Plus Postage.
DESCRIPTORS	Curriculum Enrichment; *Primary Sources; Secondary Education; Social Studies; *State History; Student Educational Objectives; *World War II
IDENTIFIERS	*Alabama; Document Analysis

ABSTRACT

This teaching unit, "World War II Unit," is the ninth in a series of 10 units about Alabama state history, part of a project designed to help teachers integrate the use of primary source materials into their classrooms. Although the units are designed to augment the study of Alabama, they are useful in the study of U.S. history, world history, and the social studies in general. Each unit contains background information for the teacher and consists of several lessons. Lessons contain learning objectives, suggested activities, and documents. This unit is divided into 11 sections: (1) "Introduction"; (2) "Lesson 1: Political Cartoons" (nine primary source documents); (3) "Lesson 2: Production and Propaganda" (three primary source documents); (4) "Lesson 3: WACS Women in the War" (eight primary source documents); (5) "Lesson 4: Needs of a Soldier" (two primary source documents); (6) "Lesson 5: German Prisoners in Alabama" (five primary source documents); (7) "Lesson 6: Home Front 'Use It Up, Wear It Out, Make It Do or Do Without!'" (five primary source documents); (8) "Lesson 7: Sacrifice and Service at Home" (eight primary source documents); (9) "Lesson 8: VE Day" (one primary source document); (10) "General Guidelines for Analyzing a Document"; and (11) "General Guidelines for Analyzing a Photograph." (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 478 045



ADAH
ALABAMA DEPARTMENT OF
ARCHIVES & HISTORY

Using Primary Sources in the Classroom

World War II Unit

SO 035 010

Alabama Department of Archives & History
624 Washington Avenue
Montgomery, Alabama 36130-0100
Phone: (334) 242-4435
E-Mail:dpendlet@archives.state.al.us

http://www.archives.state.al.us/teacher/ww2/index.html

Updated July 13, 2001

BEST COPY AVAILABLE

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

D. Pendleton

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent

Project Description

This project is designed to help teachers more easily integrate the use of primary source materials into their classrooms. It consists of teaching units on Alabama history organized in ten chronological/subject areas:

- Creek War, 1813-1814
- Settlement
- Slavery
- Civil War
- Reconstruction
- 1901 Constitution
- World War I
- Depression/New Deal
- World War II
- Civil Rights Movement

While these units cover some of the most critical and significant periods in Alabama history, the selected lessons are meant to be representative rather than comprehensive. These units were designed to augment the study of Alabama, yet they are useful in the study of the United States, the world, and the social studies in general. The documents can also be used to supplement the study of other curriculums.

Each unit contains background information for the teacher and is made up of several lessons. The lessons contain learning objectives, suggested activities, and documents. Documents are reproduced in the original form and transcribed when necessary. Primary source materials may be printed and reproduced for classroom use. Lessons can be used without modification, adapted for specific class use, or entire new lessons and activities may be created based on the primary source materials provided.

Purpose of the Project

The 1992 Alabama Social Studies Course of Studies emphasized the use of primary source documents to "enrich the social studies program and enable students to visualize and empathize with people of other times and places." These documents help students vividly understand the feelings and actions of Jeremiah Austill at the Canoe Fight of 1813, of riders on the first integrated buses in Montgomery at the conclusion of the famous bus boycott, of women nursing wounded Civil War soldiers, and of destitute Alabama families during the Depression. These documents enrich the study of Alabama history and the study of all civilizations.

The Alabama Department of Archives and History is the official repository for Alabama government documents and holds many of the most important books, documents, visual materials and artifacts that document the history of Alabama and the South. The purpose of this project is to bring those materials to students, and to organize them in such a way that teachers can easily utilize them in the classroom.

Table of Contents

Introduction 1

Lesson 1: Political Cartoons 2

Document 1: Spangler, Frank M. *Bearing Down.* n.d. Frank M. Spangler Cartoons & Clippings, PB Range I, Section 4, Shelf e, Box 1, Folder 2 5

Document 2: _____. *The Big Coach.* n.d. Frank M. Spangler Cartoons & Clippings, PB Range I, Section 4, Shelf e, Box 1, Folder 2 6

Document 3: _____. *Help Wanted.* n.d. Frank M. Spangler Cartoons & Clippings, PB Range I, Section 4, Shelf e, Box 1, Folder 2 7

Document 4: _____. *Open House.* n.d. Frank M. Spangler Cartoons & Clippings, PB Range I, Section 4, Shelf e, Box 1, Folder 6 8

Document 5: _____. *Scrap Evolution.* n.d. Frank M. Spangler Cartoons & Clippings, PB Range I, Section 4, Shelf e, Box 1, Folder 10 9

Document 6: _____. *Bringing In The Sheep.* n.d. Frank M. Spangler Cartoons & Clippings, PB Range I, Section 4, Shelf e, Box 1, Folder 6 10

Document 7: _____. *The Right Steps.* n.d. Frank M. Spangler Cartoons & Clippings, PB Range I, Section 4, Shelf e, Box 1, Folder 6. 11

Document 8: _____. *Speeding Up Time.* n.d. Frank M. Spangler Cartoons & Clippings, PB Range I, Section 4, Shelf e, Box 1, Folder 2. 12

Document 9: _____. *The Trenchmen.* n.d. Frank M. Spangler Cartoons & Clippings, PB Range I, Section 4, Shelf e, Box 1, Folder 11 13

Lesson 2: Production and Propaganda 14

Document 1: Babcock, I. B., Pontiac, Michigan, to Hon. Chauncey Sparks, Montgomery, Alabama, 9 September 1943. Alabama Governor (1943-1947: Sparks) Administrative Files, SG 12412, Folder 182 16

Document 2: ". . . Speaking of Shell Production." Advertisement. General Motors, n.d. Alabama Governor (1943-1947: Sparks) Administrative Files, SG 12412, Folder 182 17

Document 3: "Another Front Line." Advertisement. General Motors, n.d., Alabama Governor (1943-1947: Sparks) Administrative Files, SG 12412, Folder 182 18

Lesson 3: WACS - Women in the War 19

Document 1: Johnston, Marguerite. "Wacs Take Over Soldiers' Work at Ft. McClellan." *The Birmingham News,* 14 May 1944. ADAH Public Information Subject File - General Files, SG 6993, Folder 1645 22

Document 2: Van der Veer, Virginia. "Weaker Sex? Not Any More, Brother." *The Birmingham News,* 10 June 1942. ADAH Public Information Subject File - General Files, SG 6993, Folder 1645 31

Document 3: Mills, George S. "WAAC [*sic*] Officer Candidates Told Glamor Stuff is Strictly Out." *The Birmingham News,* 19 June 1942, ADAH Public Information Subj File-General Files, SG 6993, Folder 1645 . . . 36

Document 4: Aldridge, Charles Collins. *The Skirted Soldier.* Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19859, Folder 24 40

Document 5: Paterson, Haygood, Montgomery, Alabama, to Mr. Z. Scogin, Piedmont, Alabama, 28 September 1943. Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19859, Folder 24 43

Document 6: "Five More Nursery Schools Planned to Aid War Workers." *The Mobile Register,* 26 August 1942. Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19882, Folder 26 44

Document 7: U.S. Department of Labor. Women's Bureau. *Guide for Wartime Use of Women on Farms* ([Washington, D.C.]: U.S. Department of Labor, Women's Bureau, 1942). Alabama Council of Defense (1941-1946), Program Administrative Files, SG 19882, Folder 38 46

Document 8: The National Commission for Young Children. *Children's Centers Vital to Victory* (Washington, D.C.: The National Commission for Young Children, 1942). Alabama Council of Defense (1941-1946), Program Administrative Files, SG 19882, Folder 28 48

Lesson 4: The Needs of a Soldier 54

Document 1: "Officer's and Warrant Officer's Field Equipment." ADAH Public Information Subject File - Alabamians at War, SG 17126, Folder 19 . . 56

Document 2: "Officer's and Warrant Officer's Clothing and Equipment." ADAH Public Information Subject File - Alabamians at War, SG 17126, Folder 19 59

Lesson 5: German Prisoners in Alabama 62

Document 1: "WMC Approves Five More War Prisoner Camps for Alabama." *The Birmingham News,* 19 December 1943. ADAH Public Information Subject File - General Files, SG 6993, Folder 1654 64

Document 2: Photographs from the *Aliceville Prisoner of War Camp Photograph Album and Scrapbook,* LPP7, Container 1 66

Document 3: Map of Major World War II POW Camps in Alabama. Education Section 75

Document 4: Lt. Joseph E. Vincent, Aliceville, Alabama, to Carl Griffin, Montgomery, Alabama, 18 October 1943. Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19845, Folder 19 76

Lesson 6: The Home Front - "Use It Up, Wear It Out, Make It Do or Do Without!" . . . 84

Document 1: National Victory Garden Institute. *Green Thumb Contest Record Book.* n.p., 1944. Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19860, Folder 8 87

Document 2: Metro Newspaper Service. "1945 Victory Garden." February 1945. Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19856, Folder 23 89

Document 3: Metro Newspaper Service. "Your 1945 Victory Garden Ads." Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19856, Folder 23 91

Document 4: Department of Agriculture, Bureau of Human Nutrition and Home Economics. *99 Ways to Share the Meat.* [Washington, D.C.]: U.S. Government Printing Office, 1943. Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19854, Folder 36 97

Document 5: G. W. Landrum. Photograph (PN 15935). 1945. Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19860, Folder 17 105

Lesson 7: Sacrifice and Service at Home 106

Document 1: Alabama State Defense Council. "Report on Blackout." Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19853, Folder 10 109

Document 2: Alabama State Defense Council. "Blackout Pass." Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19853, Folder 9 110

Document 3: "Reports of Officers." Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19882, Folder 12 111

Document 4: Frederic Cornell, Huntsville, Alabama, to Safety Division Chief, 3 December 1942. Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19882, Folder 12 114

Document 5: E. C. Knox, Huntsville, Alabama, to Col. Brice, Huntsville Arsenal, 3 December 1942. Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19882, Folder 12 115

Document 6: Alabama War Chest. "Give!" n.p., n.d. Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19849, Folder 5 117

Document 7: Alabama War Chest Forms. Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19849, Folder 5 . . . 119

Document 8: Alabama War Chest. "The Alabama War Chest: What It Is." n.p., n.d. Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19849, Folder 5 121

Lesson 8: VE Day 129

Document: John H. Atkinson. "VE Plan." 1944. Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19856, Folder 22 . . 131

General Guidelines for Analyzing a Document 135

General Suggestions for Analyzing a Photograph 136

This project is designed to help teachers more easily integrate the use of primary source materials into their classrooms. Each unit contains background information for the teacher and is made up of several lessons. The lessons contain learning objectives, suggested activities, and documents. Documents are reproduced in the original form and transcribed when necessary. Primary source materials may be printed and reproduced for classroom use. Lessons can be used without modification, adapted for specific class use, or entire new lessons and activities may be created based on the primary source materials provided.

Introduction to the World War II Unit

The Japanese attack on Pearl Harbor on December 7, 1941 ended both the Great Depression and peace in America. Most of the world had been at war since 1939 when Adolph Hitler's Germany had invaded Poland, but the United States had been reluctant to become involved in European problems. Many Alabamians shared this hesitancy to intervene even as the state's industries profited from the purchases of textiles, steel, and iron by those allied against the Axis Powers of Germany and Japan. As in the First World War, an inexpensive labor force and abundant natural resources made Alabama a perfect location for industrial development.

Once America entered the war, the people of Alabama were dedicated to the war effort. Women who went to work in the factories and families at home who rationed everything from meat to tires supported the 321,000 young men who served in the armed forces. Many Alabama women went to war as well, serving as WAVS and WACS. Black Alabamians, too, went to battle, making their mark as soldiers and as leaders on the home front. Munitions factories, military training facilities, and prisoner of war camps were found in many communities, bringing the war effort home to Alabama.

By the time the Second World War ended against Germany (in May 1945) and Japan (August 1945), the state would lose more than 4,500 of her men to military action overseas. Further, wartime demands on the civilian home front would alter Alabama's economy and social fabric forever.

Lesson 1: Political Cartoons

1. Background Information for Teachers

Once the United States entered the war, Alabamians fully supported the effort. They sent men and women off to serve and geared up the home front to support the troops by rationing, planting home gardens, and recycling needed war resources. Political cartoons of the day, like those of Frank Spangler, Sr. and his son Frank Spangler, Jr., reflected citizen concerns. Drawing for the *Montgomery Advertiser* from 1940 to 1974, the Spanglers' cartoons raised issues of local, national, and international importance in a simple, direct way. This lesson helps students understand that a political cartoon is very much like an editorial--both present personal opinions.

2. Learning Objectives

Upon completion of this lesson, students should be able to:

1. Define a political cartoon and its purposes.
2. Analyze a political cartoon.
3. Identify symbols in a political cartoon.
4. Synthesize an editorial to support a political cartoon.

3. Suggested Activity

1. Give a copy of a different political cartoon for each student. SAVE ONE CARTOON TO BE COPIED FOR ALL OF THE STUDENTS.
2. Make overhead transparencies of each cartoon.
3. Use the general suggestions for analyzing a political cartoon. Allow each student enough time to complete his/her analysis of his/her assigned cartoon.

4. After the students have finished, place each cartoon on the overhead and allow the students to assist you in compiling a class analysis for each cartoon.

5. Give the copy of the cartoon that you have saved to each of the students. Ask each student to write an editorial which supports the political cartoon. They must analyze the cartoon in order to write about the subject. However, remind students that the cartoon and the editorial will be placed side by side on the editorial page. They MUST NOT describe the cartoon in their editorial.

6. For a bonus, ask the students to draw their own cartoon discussing an area of concern for them in their school or community.

Documents: Frank M. Spangler, Sr. World War II Cartoons

Document 1: Spangler, Frank M. *Bearing Down.* n.d. Frank M. Spangler Cartoons & Clippings, PB Range I, Section 4, Shelf e, Box 1, Folder 2, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww2/lesson1/doc01.html

Document 2: _____. *The Big Coach.* n.d. Frank M. Spangler Cartoons & Clippings, PB Range I, Section 4, Shelf e, Box 1, Folder 2, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww2/lesson1/doc02.html

Document 3: _____. *Help Wanted.* n.d. Frank M. Spangler Cartoons & Clippings, PB Range I, Section 4, Shelf e, Box 1, Folder 2, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww2/lesson1/doc03.html

Document 4: _____. *Open House.* n.d. Frank M. Spangler Cartoons & Clippings, PB Range I, Section 4, Shelf e, Box 1, Folder 6, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww2/lesson1/doc04.html

Document 5: _____. *Scrap Evolution.* n.d. Frank M. Spangler Cartoons & Clippings, PB Range I, Section 4, Shelf e, Box 1, Folder 10, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww2/lesson1/doc05.html

Document 6: _____. *Bringing In The Sheep.* n.d. Frank M. Spangler Cartoons & Clippings, PB Range I, Section 4, Shelf e, Box 1, Folder 6, Alabama

Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww2/lesson1/doc06.html

Document 7: _____. *The Right Steps.* n.d. Frank M. Spangler Cartoons & Clippings, PB Range I, Section 4, Shelf e, Box 1, Folder 6, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww2/lesson1/doc07.html

Document 8: _____. *Speeding Up Time.* n.d. Frank M. Spangler Cartoons & Clippings, PB Range I, Section 4, Shelf e, Box 1, Folder 2, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww2/lesson1/doc08.html

Document 9: _____. *The Trenchmen.* n.d. Frank M. Spangler Cartoons & Clippings, PB Range I, Section 4, Shelf e, Box 1, Folder 11, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww2/lesson1/doc09.html

---

Related Link

- Visit an online exhibit entitled World War II Posters: Powers of Persuasion at http://www.archives.gov/exhibit_hall/powers_of_persuasion/powers_of_persuasion_home.html from the National Archives and Records Administration http://www.archives.gov/

Lesson 1: Document 1

Document 1: Frank M. Spangler, *Bearing Down,* n.d., Frank M. Spangler Cartoons & Clippings, PB Range I, Section 4, Shelf e, Box 1, Folder 2, Alabama Department of Archives & History, Montgomery, Alabama.

Lesson 1: Document 2

PN 7777

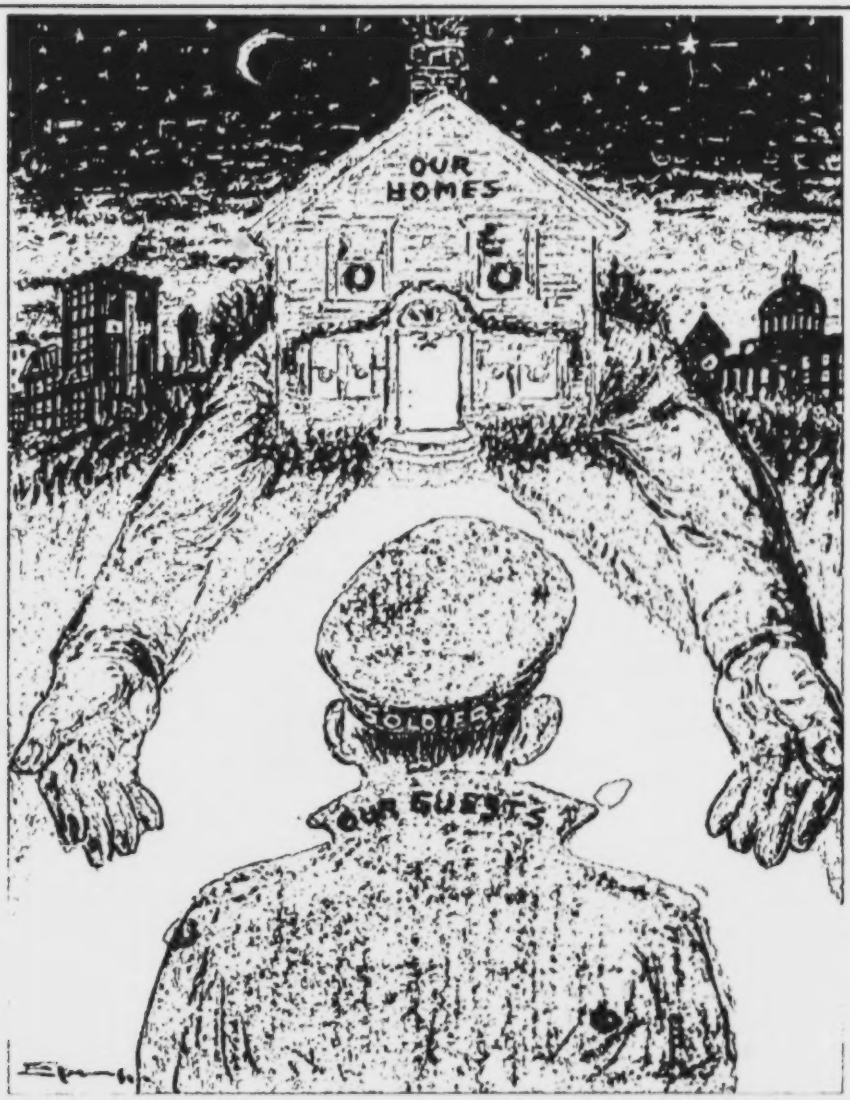
Document 2: Frank M. Spangler, *The Big Coach,* n.d., Frank M. Spangler Cartoons & Clippings, PB Range I, Section 4, Shelf e, Box 1, Folder 2, Alabama Department of Archives & History, Montgomery, Alabama.

Lesson 1: Document 3

PN 7772

Document 3: Frank M. Spangler, *Help Wanted,* n.d., Frank M. Spangler Cartoons & Clippings, PB Range I, Section 4, Shelf e, Box 1, Folder 2, Alabama Department of Archives & History, Montgomery, Alabama.

Lesson 1: Document 4



Document 4: Frank M. Spangler, *Open House,* n.d., Frank M. Spangler Cartoons & Clippings, PB Range I, Section 4, Shelf e, Box 1, Folder 6, Alabama Department of Archives & History, Montgomery, Alabama.

Lesson 1: Document 5

Document 5: Frank M. Spangler, *Scrap Evolution,* n.d., Frank M. Spangler Cartoons & Clippings, PB Range I, Section 4, Shelf e, Box 1, Folder 10, Alabama Department of Archives & History, Montgomery, Alabama.

Lesson 1: Document 6

Document 6: Frank M. Spangler, *Bringing in the Sheep,* n.d., Frank M. Spangler Cartoons & Clippings, PB Range I, Section 4, Shelf e, Box 1, Folder 6, Alabama Department of Archives & History, Montgomery, Alabama.

Lesson 1: Document 7

Document 7: Frank M. Spangler, *The Right Steps,* n.d., Frank M. Spangler Cartoons & Clippings, PB Range I, Section 4, Shelf e, Box 1, Folder 6, Alabama Department of Archives & History, Montgomery, Alabama.

Lesson 1: Document 8

Document 8: Frank M. Spangler, *Speeding Up Time,* n.d., Frank M. Spangler Cartoons & Clippings, PB Range I, Section 4, Shelf e, Box 1, Folder 2, Alabama Department of Archives & History, Montgomery, Alabama.

Lesson 1: Document 9

Document 9: Frank M. Spangler, *The Trenchmen,* n.d., Frank M. Spangler Cartoons & Clippings, PB Range I, Section 4, Shelf e, Box 1, Folder 11, Alabama Department of Archives & History, Montgomery, Alabama.

Lesson 2: Production and Propaganda

1. Background Information for Teachers

During World War II, the government undertook unprecedented campaigns to engage Americans in the war effort. Private business followed suit, often attempting to link their products with appeals to patriotism. Propaganda and advertisement sometimes became inextricably entwined in the process.

2. Learning Objectives

Upon completion of this lesson, students should be able to:

1. Define and identify propaganda.
2. Analyze the significance of advertising as a method of propaganda.
3. Discuss the importance of home production to the war efforts overseas during World War II.

3. Suggested Activity

1. Make a copy of the letter from General Motors to Governor Chauncey Sparks for each student.
2. Show the advertisements that had been produced for national distribution to the class.
3. Ask the students the following questions:
   a. Why did I. B. Babcock write this letter to Governor Sparks?
   b. What was the purpose of the advertisements?
   c. What did the advertisements have to do with Alabama?
   d. Is this propaganda? Why or why not?

e. Would this advertisement be as effective in more industrialized portions of Alabama?

4. Write a letter of response from Governor Sparks to General Motors.

Document: General Motors Letter and Advertisements

Document 1: Babcock, I. B., Pontiac, Michigan, to Hon. Chauncey Sparks, Montgomery, Alabama, 9 September 1943. Alabama Governor (1943-1947: Sparks) Administrative Files, SG 12412, Folder 182, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww2/lesson2/doc01.html

Document 2: ". . . Speaking of Shell Production." Advertisement. General Motors, n.d. Alabama Governor (1943-1947: Sparks) Administrative Files, SG 12412, Folder 182, Alabama Department of Archives & History, Montgomery, Alabama. Attached and at http://www.archives.state.al.us/teacher/ww2/lesson2/doc02.html

Document 3: "Another Front Line." Advertisement. General Motors, n.d., Alabama Governor (1943-1947: Sparks) Administrative Files, SG 12412, Folder 182, Alabama Department of Archives & History, Montgomery, Alabama. Attached and at http://www.archives.state.al.us/teacher/ww2/lesson2/doc03.html

Lesson 2: Document 1

GENERAL MOTORS TRUCK & COACH
DIVISION OF
YELLOW TRUCK & COACH MANUFACTURING COMPANY
PONTIAC, MICHIGAN

OFFICE OF THE PRESIDENT

September 9, 1943

Hon. Chauncey Sparks, Governor,
Montgomery, Alabama.

Dear Sir:

What with meatless Tuesdays, tuna fish instead of T-Bones, too many eggs and too little butter ... some people are inclined to grumble about rationing restrictions.

Granting that the pantry shelves aren't what they used to be, we home folks still get plenty to eat, our soldiers are the best fed on earth, and our Allies get quantities of sorely needed supplies.

The fellow who deserves the lion's share of the credit for our record-breaking food production is the American farmer, and he is doing it with less help and little new equipment.

The next two advertisements in the General Motors Truck and Coach series pay tribute to two groups of farmers who are doing a particularly Herculean job ... the livestock producer and the poultry grower.

The motor truck, of course, is the right-hand man of almost every farmer ... and it is absolutely indispensable to the men who put the poultry, eggs and meat on our tables.

Sincerely yours,

I. B. Babcock

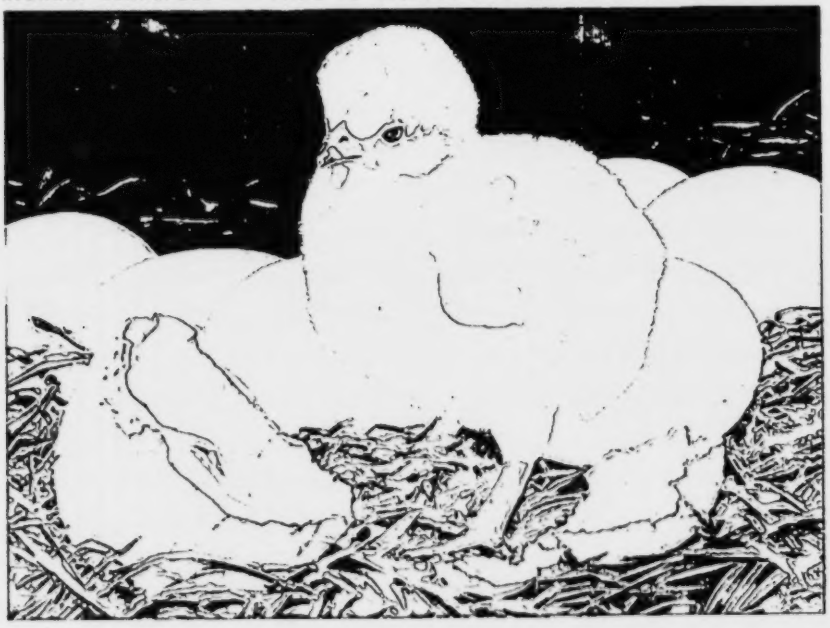
I. B. Babcock
President and General Manager

Document 1: I. B. Babcock, Pontiac, Michigan, to Hon. Chauncey Sparks, Montgomery, Alabama, 9 September 1943, Alabama Governor (1943-1947: Sparks) Administrative Files, SG 12412, Folder 182, Alabama Department of Archives & History, Montgomery, Alabama.

BEST COPY AVAILABLE

Lesson 2: Document 2

HIGHWAY TRANSPORT . . . VITAL TO VICTORY AND THE AMERICAN WAY OF LIFE

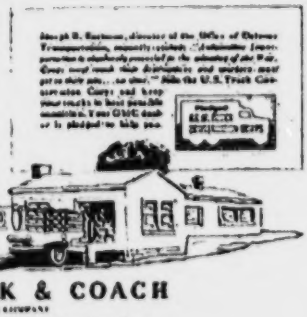


. . . Speaking of Shell Production

The "Little Red Hen" is a mighty big contributor to the war effort. In fact, eggs and poultry occupy such a prominent place on the menu of our soldiers, sailors, Allies and home folks that America actually needs more egg shells than cannon shell.

Nowhere are trucks more essential than in the poultry industry . . . to transport food, water and equipment on the farm . . . to carry poultry and eggs to market . . . to bring home feed and supplies in huge quantities.

More than 71% of our poultry and 65% of our eggs are transported by truck, according to figures from leading markets. The real significance of these percentages becomes apparent when compared with the poultry industry's staggering 1943 quotas of fifty seven billion eggs and four billion pounds of dressed chicken.



INVEST IN VICTORY . . . BUY WAR BONDS AND STAMPS

GENERAL MOTORS TRUCK & COACH

Document 2: ". . . Speaking of Shell Production," advertisement, General Motors, n.d., Alabama Governor (1943-1947: Sparks) Administrative Files, SG 12412, Folder 182, Alabama Department of Archives & History, Montgomery, Alabama.

BEST COPY AVAILABLE

Lesson 2: Document 3

HIGHWAY TRANSPORT . . . VITAL TO VICTORY AND THE AMERICAN WAY OF LIFE
Another Front Line
—Reprinted by permission of The Cars Bob Farm Dailies
Tonnage of livestock hauled from farms to market by truck reached record proportions in 1942. Trucks delivered 62.1 per cent or nearly two-thirds of the cattle, hog and sheep tonnage. A total of 9,750,853 tons of meat animals was marketed by truck, a gain of 866,190 tons over the previous year. It is estimated that 3,144,161 truck loads or $2,195,000,000 worth of cattle, hogs and sheep were trucked to markets. While hogs lead in numbers, cattle tonnage is nearly twice as large . . .
Motor trucks have won a secure place among livestock farmers because of advantages in marketing cattle, hogs and sheep and in their adaptability to the many farm transport needs. The truck brings markets and trading centers within quick and easy reach. Feed and feeding stock, as well as materials and supplies, are conveniently hauled with the truck from the nearby trading center, or from more distant points. The motor truck, because of its flexibility, is put to innumerable uses on the farm, including crop production and harvesting . . .
If the farm is to continue to function at somewhere near capacity, the motor truck must be kept in operation.
INVEST IN VICTORY... BUY WAR BONDS AND STAMPS
GENERAL MOTORS TRUCK & COACH

Document 3: "Another Front Line," advertisement, General Motors, n.d., Alabama Governor (1943-1947: Sparks) Administrative Files, SG 12412, Folder 182, Alabama Department of Archives & History, Montgomery, Alabama.

BEST COPY AVAILABLE

Lesson 3: WACS - Women in the War

1. Background Information for Teachers

As American casualties mounted during World War II, more soldiers were needed to fight. Women were called upon to do their part at home to release men for frontline service in Europe and the Pacific. The Women's Army Corps utilized women in a variety of military support roles and many more women took jobs in the ordnance industries and even on the farm. For many women, it was their first entry into the work force out of the home. These war-induced changes had tremendous implications on the traditional gender role assigned to women in Alabama and the nation.

2. Learning Objectives

Upon completion of this lesson, students should be able to:

1. Describe the duties of women in the military in World War II.
2. Compare and contrast the duties of women currently serving in the military and those who served in World War II.
3. Discuss the changes in gender roles from the World War II era and the present.

3. Suggested Activity

1. Make copies of the newspaper articles (Documents 1, 2, 3, and 6), *The Skirted Soldier*, and the letter from the Alabama Defense Council for each student.
2. After reading the documents, ask the students to list the jobs that the WACS performed in the military.
3. Have the students write a letter to the commander at Fort McClellan or to the committee of the Alabama State Defense Council explaining why they want to join this group of women in the military. The talents and prior training of the applicants should be included in the letter as well as marital status and care responsibilities, such as children or aging parents.

4. After the letters have been written, the students should, as a class, create a list of qualifications that applicants should have in order to be considered for selection.

5. The students (or teacher) should read their letters aloud to the class. Upon completion of each letter the students should discuss whether or not the person is an acceptable applicant.

6. Ask the students the following questions:

   a. What are the present requirements for serving in the military for men and women?

   b. Are the requirements different for women and men in the military of today?

   c. In your opinion, were the WACS an essential part of the military in World War II? What kind of training was given to the WACS? What kind of training would you have given to the WACS if you had been the commander?

   d. What other kinds of war efforts were available to the applicant who had too many family obligations to be accepted as a WAC?

7. Allow the students to read the documents dealing with day care for the women who were working in the factories and the guidelines for female labor on farms. Ask the students to find similarities and differences between the working woman's concerns or abilities during World War II and the woman of today.

Documents

Document 1: Johnston, Marguerite. "Wacs Take Over Soldiers' Work at Ft. McClellan." *The Birmingham News,* 14 May 1944. ADAH Public Information Subject File - General Files, SG 6993, Folder 1645, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww2/lesson3/doc01p1.html

Document 2: Van der Veer, Virginia. "Weaker Sex? Not Any More, Brother." *The Birmingham News,* 10 June 1942. ADAH Public Information Subject File - General Files, SG 6993, Folder 1645, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww2/lesson3/doc02p1.html

Document 3: Mills, George S. "WAAC [*sic*] Officer Candidates Told Glamor Stuff is Strictly Out." *The Birmingham News,* 19 June 1942, ADAH Public Information Subject File - General Files, SG 6993, Folder 1645, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww2/lesson3/doc03p1.html

Document 4: Aldridge, Charles Collins. *The Skirted Soldier.* Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19859, Folder 24, Alabama Department of Archives & History, Montgomery, Alabama. Attached & at http://www.archives.state.al.us/teacher/ww2/lesson3/doc04p1.html

Document 5: Paterson, Haygood, Montgomery, Alabama, to Mr. Z. Scogin, Piedmont, Alabama, 28 September 1943. Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19859, Folder 24, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww2/lesson3/doc05.html

Document 6: "Five More Nursery Schools Planned to Aid War Workers." *The Mobile Register,* 26 August 1942. Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19882, Folder 26, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww2/lesson3/doc06p1.html

Document 7: U.S. Department of Labor. Women's Bureau. *Guide for Wartime Use of Women on Farms* ([Washington, D.C.]: U.S. Department of Labor, Women's Bureau, 1942). Alabama Council of Defense (1941-1946), Program Administrative Files, SG 19882, Folder 38, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww2/lesson3/doc07p1.html

Document 8: The National Commission for Young Children. *Children's Centers Vital to Victory* (Washington, D.C.: The National Commission for Young Children, 1942). Alabama Council of Defense (1941-1946), Program Administrative Files, SG 19882, Folder 28, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww2/lesson3/doc08p1.html

Lesson 3: Document 1

Wacs Take Over Soldiers' Work At Ft. McClellan, Do An Excellent Job

Behind Bus Wheel, Telegraph Key, Phone Switchboard, It's Not A GI Joe—It's A Jane

BY MARGUERITE JOHNSTON
News-Age-Herald Staff Writer

FT. McCLELLAN, Ala.—Driving across Ft. McClellan's rolling stretches, along white concrete roads which curve through forests and greenswards, one becomes aware of green-clad infantrymen marching in double columns out of woodlands from a bivouac, of soldiers on their stomachs in machine-gun practice, of staff cars rumbling by, high-wheeled and aggressive in olive drab camouflage.

Ft. McClellan is an Army post—one of the oldest, largest and most firmly established in the country.

Then, as the eye becomes accustomed to the change from civilian scene to military, a new fact stands out suddenly and surprisingly.

The dungaree clad figure climbing down from behind the wheel of the big post bus, heavy footed in thick-soled shoes, is not a GI Joe. It's a GI Jane.

The technical sergeant who mans the telegraph key is not a man, it's a woman.

* * *

THE TECHNICIAN DRESSED IN COVERALLS who is working so busily on a large Army rifle in the small arms repair shop is not a soldier—it's a Wac.

At Ft. McClellan, three full detachments of Wacs have replaced three full detachments of men and released them for duty on a front line, somewhere.

More than 300 women—Wacs of the U. S Army—are on duty at Ft. McClellan, working in offices, hospitals and mess halls with their fellow soldiers; dining in Army mess; writing letters, playing ping pong or enjoying a chocolate malted in the gracious and genuinely "swish" Service Club.

But the 300 are not enough.

"I've been trying to get a Wac

Document 1: Marguerite Johnston, "Wacs Take Over Soldiers' Work at Ft. McClellan," *The Birmingham News*, 14 May 1944, ADAH Public Information Subject File - General Files, SG 6993, Folder 1645, Alabama Department of Archives & History, Montgomery, Alabama, page 1.

BEST COPY AVAILABLE

Lesson 3: Document 1 (p. 2)

"The Wacs I have are very superior at the job, but I could use twice as many," a Medical Corps major says, somewhat grumpily.

* * *

"THE WACS IN THE MESSAGE CENTER are having to work overtime just now," Capt. Mary Stanton, Wac commanding officer, explains, "because we don't have enough stationed here to relieve them. As soon as more are sent to the post. . . . Everywhere at Ft. McClellan—off the actual drill field—Wacs are on full, arduous and vital duty. If they weren't there, someone else—a man meant for combat duty—would have to do the job they're doing.

A tour of Ft. McClellan is revealing:

* * *

AT HEADQUARTERS, the Wac Detachment No. 1, made up of more than 100 women from all parts of the United States, have filled a number of important posts.

Corp. Louesa Lambert, once a school teacher from Freeport, Ill., is section chief in charge of the service records. Assisted by other Wacs, she holds down the job of looking after the service records of every man in the permanent station complement—a goodly number of men for a post the size of McClellan. Any man in uniform can tell you how important his service record is to him.

Corp. Luida Sanders is section chief in charge of payrolls for the same men and for all Wacs attached to the station. She's been in the Army a year now.

Wife of a Helena, Mont., lawyer and mother of a 17-year-old son, Pfc. Ruth Toomey is one of the five Wacs heading up the work of the message section for headquarters.

Pfc. Toomey will tell you, "I think—and so does my husband—that you can't win a war by staying at home. He was in the last war, but couldn't get into this one. My son is too young. So I was the only one able to go. This is our joint project. I'm representing the Toomeys in this war.

"Besides, after Gen. Marshall's message, I don't see how anyone could keep from enlisting."

* * *

WACS RUN THE MESS FOR THE induction center complement under a Wac mess sergeant. Wacs also staff the mess at headquarters detachment for all men and Wacs working in the headquarters area, and staff three hospital messes—one for the hospital staff, one for the patients who can walk to meals, and one for the patients who must have trays.

In the hospital mess for the staff, the room is pleasant and the food magnificent.

Document 1: Marguerite Johnston, "Wacs Take Over Soldiers' Work at Ft. McClellan," *The Birmingham News*, 14 May 1944, ADAH Public Information Subject File - General Files, SG 6993, Folder 1645, Alabama Department of Archives & History, Montgomery, Alabama, page 2.

BEST COPY AVAILABLE

Lesson 3: Document 1 (p. 3)

A Wac butcher—Sgt. Glisson, a onetime civilian meat inspector—wields the knife to lamb and beef roasts, pork cuts and chicken.

A typical lunch, served cafeteria style to soldiers, Wacs and hospital attaches, under the supervisory eye of a medical detachment administrative officer, included baked hen, half a chicken to a customer; chicken dressing made with celery and corn bread, mashed potatoes and gravy, pickled beets, fresh corn on cob, fresh celery, whole meat or white bread, vanilla pudding, coffee.

Helpings look vast to civilian eyes.

* * *

FT. McCLELLAN'S HOSPITAL is an eye-stretching structure of one-story frame buildings connected by corridors so endless that anyone standing in the middle of the corridor cannot see either end.

This is not an exaggeration. The hospital has four times the number of beds of Hillman Hospital in Birmingham and is equipped perfectly. In addition to treating men and Wacs for every ailment usual to humanity in civilian life, it has the additional load of treating the broken ankles, accidental gunshot wounds, and other injuries common to a mammoth Army post where men are being trained for war.

A detachment of more than 100 Wacs are on duty in the hospital, sleep there and eat there.

In the pharmacy, Pfc. Sophie Goldberg, a registered pharmacist in civilian life, is today at work with other soldiers compounding the wholesale quantities of nose-drops, medicines and drugs necessary not only for the hospital patients but for all the thousands upon thousands of soldiers in training at the fort.

Pfc. Kathryn Ransom, from Pontiac, Mich., a laboratory technician in civilian life, still wears the white uniform to which she is accustomed; still peers through the microscopes which are her tools of trade.

* * *

"MY BROTHER IS IN THE NAVY," she explains in clipped, Michigan accents, "and he was the only boy, so I thought I'd better represent the family in the Army."

Working by her side, blood counting, in parasitology, and all the other aspects of a laboratory technician's work, is Pvt. Frances Wilson, one-time Chicago high school biology teacher. Wilson volunteered for overseas service, and while she works steadily in the laboratory gaining experience

Document 3: Marguerite Johnston, "Wacs Take Over Soldiers' Work at Ft. McClellan," *The Birmingham News*, 14 May 1944, ADAH Public Information Subject File - General Files, SG 6993, Folder 1645, Alabama Department of Archives & History, Montgomery, Alabama, page 3.

BEST COPY AVAILABLE

Wacs Draw Officers' Praise At McClellan For Superior Work

Continued From Page 1

which will be valuable to her on her return to Chicago, she still plugs for the overseas assignment.

* * *

IN X-RAY, FIVE WACS ROTATE, on week-long schedules through each of the X-Ray rooms. Each spends one week a month in the warm and dark room where the important plates are developed.

Corp. Einbinder was employed in a factory in New York City when she volunteered. "I have a brother in the Navy and one in the Army and we all want to get the war over with," she says. Corp. Einbinder today is an X-Ray technician capable of placing the patient properly, of exposing the plate, of developing it, and of reading it—a complete X-Ray examination.

Pfc. Georgia Gecht, veteran of 12 years hospital experience, was manager of a sanatorium in Hollywood which was taken over by the government.

"I wanted to do something useful, so I volunteered."

"The Wacs in X-ray," the doctor, a major, says firmly, "are much better than average. I wish I had more like them." He cannot be convinced that every other commanding officer on the post seems equally pleased with the Wacs attached to his respective outfit.

* * *

IN THE WARDS, WACS are trained to handle almost every duty of which a registered nurse is capable.

Pfc. Ruth Knaus, once an Indianapolis defense plant worker, is one of the medical technicians on duty.

"It's hard to say why you volunteer," she said, "but you just get a feeling, a patriotic feeling, I suppose."

She goes on duty at 7 a.m., taking temperatures and breakfast trays. Next come baths, bed makings, medications and dressings.

"I had two months technical school at the Army and Navy General Hospital at Hot Springs, Ark.," she said. "And now I'm getting good experience in case I get to go overseas."

The overseas wish is the refrain of Wac conversation.

Document 1: Marguerite Johnston, "Wacs Take Over Soldiers' Work at Ft. McClellan," *The Birmingham News*, 14 May 1944, ADAH Public Information Subject File - General Files, SG 6993, Folder 1645, Alabama Department of Archives & History, Montgomery, Alabama, page 4.

BEST COPY AVAILABLE

Lesson 3: Document 1 (p. 5)

After the war, Knaus thinks she'll go on and complete her nurses training. "I can' think of anything I'd rather do than take care of a sick person."

In charge of the hospital detachment pending the arrival of a new Wac commanding officer is 1st Sgt. Margaret Condon, Massachusetts.

* * *

WACS HAVE NO FIRST NAMES IN THE ARMY. Though the first name goes down on the record, the Wac is known to her commanding officers and to her fellow Wacs by her last name only.

Gray, Toomey, Nolen, Hood, Weinburg—the names float through the barracks, across the tennis net, across a desk, and over the telephone wire from a soldier asking for a date.

And military courtesy and etiquette is followed scrupulously. The Wac non-com salutes Wac and Army officers.

The Wac commandant, Capt. Stanton, receives from every enlisted man the same sharp coming-to-attention with a "Hut!" as does any officer in the Army. And her "As you were" is a matter of fact.

Wacs are neither pompous nor self-conscious under regimentation.

* * *

WACS COVER THE FORT. The huge Army buses which transport the soldiers from one part of the rambling post to another are driven by Wacs.

Staff cars ordered from the motor pool by officers are chauffeured by Wac non-coms.

Postoffice personnel is composed of Wacs.

Telephone switchboards and telegraph keys are operated by Wacs.

In the bakery of Ft. McClellan, white-clad Wacs stand guard and operate the huge flour-sheathed machines which turn out the hundreds of thousands of loaves of bread needed each day for the post.

In addition, they stand emergency shifts, all night some times, to bake bread for units passing through and stopping for supplies. Bread for a passing division can't be whipped up with a twist of the wrist.

In the huge bakery—filled with the smell of yeast and browning loaves—white streams of dough moving with glacial slowness are squeezed through one machine to come out in irregularly shaped wads on a belt which carries them up into a maelstrom where they whirl into perfect round blobs. The blobs go through a kneading machine to come out in long, narrow strips like slenderized pig iron,

Document 1: Marguerite Johnston, "Wacs Take Over Soldiers' Work at Ft. McClellan," *The Birmingham News*, 14 May 1944, ADAH Public Information Subject File - General Files, SG 6993, Folder 1645, Alabama Department of Archives & History, Montgomery, Alabama, page 5.

BEST COPY AVAILABLE

Lesson 3: Document 1 (p. 6)

and the strips are placed in pans to rise and become loaves.

* * *

ALL WORK AND NO PLAY might make a Wac a dull girl. But the Wacs at McClellan haven't tried it to see.

Instead they go bowling, to the post movie, to the post club for servicemen and women.

The club is as luxuriantly fitted as any country club in Birmingham, complete with a music room, game rooms, writing rooms and soda fountain.

Wacs play tennis or croquet or softball or volleyball.

Each of the three Wac barracks is equipped with beautifully furnished dayrooms where they can meet their dates, or read magazines or play the radio.

Much of the furniture in these dayrooms comes from luxury liners bought by Uncle Sam for conversion to troop ships.

One hour a week, Wac and Army detachments refresh themselves on their basic training by orientation courses which offer digests of the news, movies on our Allies and our enemies, and training films.

For another night's hour a week, Wacs take a class on military customs and courtesies, hygiene, first aid and the like in steady refresher. And for one hour a week, on Monday afternoon, they have drill. Tuesday and Wednesday afternoons they have games.

Wacs, like soldiers, are always free of duty after 7:30 p.m. unless their work is in a division which has a 24-hour shift. The 24-hour shifts—going on at 6 a.m. and off at noon ,or on at noon and off at 6 around the clock—are worked by bus drivers, telegraph and telephone operators, cooks and hospital attendants.

* * *

THE WACS ARE POPULAR AT FT. McCLELLAN, genuinely so. They live the life which any attractive young woman leads, but within the guiding lines of the military.

There is a little of the atmosphere of a college sorority house in their barracks, a warmth of feeling which ties the girls of each detachment together.

May 19, one of the Wacs—Tech. 5th Gr. Helen Toomey, is to be married to an Army sergeant stationed at Hot Springs, Ark. She is to be married in white, with her sister coming down from Boston to serve as maid of honor, and she will be given away by Capt. Stanton.

For the wedding, the detachment is buying a veil, a really beautiful

Document 1: Marguerite Johnston, "Wacs Take Over Soldiers' Work at Ft. McClellan," *The Birmingham News*, 14 May 1944, ADAH Public Information Subject File - General Files, SG 6993, Folder 1645, Alabama Department of Archives & History, Montgomery, Alabama, page 6.

BEST COPY AVAILABLE

Lesson 3: Document 1 (p. 7)

white lace veil. The bride will wear it May 19, and then for every formal wedding of a Wac at McClellan, the veil will be worn—part of a new tradition in this woman's Army fighting a people's war.

Document 1: Marguerite Johnston, "Wacs Take Over Soldiers' Work at Ft. McClellan," *The Birmingham News,* 14 May 1944, ADAH Public Information Subject File - General Files, SG 6993, Folder 1645, Alabama Department of Archives & History, Montgomery, Alabama, page 7.

'EST COPY AVAILABLE

Lesson 3: Document 1 (p. 8)

Document 1: Marguerite Johnston, "Wacs Take Over Soldiers' Work at Ft. McClellan," *The Birmingham News,* 14 May 1944, ADAH Public Information Subject File - General Files, SG 6993, Folder 1645, Alabama Department of Archives & History, Montgomery, Alabama, page 8.

Lesson 3: Document 1 (p. 9)

WACS ON DUTY AND OFF—As the Women's Army Corps celebrates its second anniversary, a Signal Corps photographer scans the Wacs who work and live at Ft. McClellan:

1. Pvt. Leota Stoddard, St. Sgt. Viner McGee, Pfc. Ruth Knau at the McClellan swimming pool.
2. Tech. (fifth grade) Gloria Wilson and Pfc. Gladys Norcross with their dates at the Service Club for non-commissioned men and Wacs.
3. Tech. (fifth grade) Irene Weinberg, telegraph operator in communications.
4. At the postal section of the hospital where mail of patients and staff is sorted are Pvt. Rowena Michael, Pfc. Madge Lamping (now overseas) and Pfc. Newman.
5. Pvt. Johnston and her fiancee, a soldier on the post.
6. Pfc. Sophie Goldberg, pharmacist.
7. Sgt. Glisson, butcher at hospital mess.
8. At mess for soldiers and Wacs are three Alabama girls. Third from left, Pvt. Gwendolyn Gray, Birmingham; fourth, Mary Hood, Cordova; end, Hellen Nolen, Scottsboro.
9. Wacs who man the important McClellan bus system.

Document 1: Marguerite Johnston, "Wacs Take Over Soldiers' Work at Ft. McClellan," *The Birmingham News*, 14 May 1944, ADAH Public Information Subject File - General Files, SG 6993, Folder 1645, Alabama Department of Archives & History, Montgomery, Alabama, page 9.

BEST COPY AVAILABLE

Lesson 3: Document 2

Weaker Sex? Not Any More, Brother

More Than 200 Alabama Women Take First Exams At Ft. McClellan For WAAC Officers

BY VIRGINIA VAN DER VEER
Birmingham News Staff Writer

FT. McCLELLAN, Ala.—Do you get along better with men or with women?

Do you blondine your hair?

How old are you? What salary do you make? Why do you think you would make a good leader in the WAAC? Who is the present undersecretary of state?

This is a small barrage in the firing squad of questions which Tuesday and Wednesday confronted more than 200 Alabama women—affectionately dubbed "them wacky women" by regular soldiers at Ft. McClellan.

"Them wacky women," aged between 21 and 49, physically fit, high school-educated and well-dressed, had two of the most exciting days of their lives taking exams for the country's first women's army.

Their pink application blanks, painstakingly filled out and including a 100-word statement on why they wanted to join the WAAC, had preceded them to Ft. McClellan and lay in neat stacks on the desk of Col. H. G. Fry at induction headquarters.

According to their applications, Alabama's WAAC candidates were waitresses, typists, bank presidents, mothers, school teachers—now volunteering to take over soldiers' tasks.

* * *

THEIR SALARIES RANGED from the $20 a month of a theater cashier in a small, Black Belt town to the five-figure annual income of an Alabama bank president.

Some had borrowed, scrimped and saved to make the trip to Anniston. Others had splurged on becoming hats and new dresses for the occasion.

All had one impressive aim in common—they wanted to join the women's army, not as a lark but as a duty, if not as an officer, then as a private.

With their seriousness, their capability, their obvious sincerity, the WAAC candidates impressed hardened army officers, sophisticated officers' wives, people of Anniston and soldiers of McClellan.

Document 2: Virginia van der Veer, "Weaker Sex? Not Any More, Brother," *The Birmingham News*, 10 June 1942, ADAH Public Information Subject File - General Files, SG 6993, Folder 1645, Alabama Department of Archives & History, Montgomery, Alabama, page 1.

BEST COPY AVAILABLE

Lesson 3: Document 2 (p. 2)

Even one skeptical private, five years an army man, whose day was devoted to chauffeuring the ladies around, finally admitted:

"Yep, I guess they'll be some help after all."

The Field House, scene of regular inductions, battalion dances and Winter sports, saw something new this week.

On its huge bare floor, would-be army women sat nervously awaiting interviews, bent, pencils in mouths, over the one-hour mental alertness tests, or stood in small circles, comparing experiences and sharing cold drinks.

* * *

FOR A 15-MINUTE personal interview, most important part of her exam, each candidate sat in a straight-backed chair facing an army officer and two women helpers—officers' wives or Anniston teachers.

There, with no holds barred, the applicant confesses all to her friendly but super-inquisitive questioners.

A question, for instance, like "Do you blondine your hair?" may reveal a lot more than she thinks. If her answer is an honest "yes" or "no," that's good. If she's angry at the very question, that usually means sensitiveness or bad temper. If she white lies about it, that's bad.

Examiners also want to know her religion, her political opinions, her age, her ideas about rouge and lipstick, her romantic attachments —and lots more.

Finished with her interview, and greatly relieved, each WAAC applicant waits to be summoned to one of the long tables where she receives a written mental alertness test and a go-ahead signal from Lt. Charles van Houten, formerly of Birmingham.

* * *

MENTAL ALERTNESS—military name for the old-fashioned I. Q.—is a hard test. Its multiple choice questions are aimed at revealing the candidate's judgment, her general knowledge, her mathematical talents and her ability for clear thinking.

Taking it purely as an experiment, a newspaper reporter managed to ring up a raw score of 104 out of 140 questions. Raw score of 78 is passing.

At noon, applicants were stowed in buses by Col. Fry and sent either to rest in Anniston or to lunch at the Service Men's Club of the fort. Each woman was placed in one of four groups and followed the schedule for her group, which meant that some would stay two days and others would finish both tests in one day.

Next hurdle in joining the wom-

Document 2: Virginia van der Veer, "Weaker Sex? Not Any More, Brother," *The Birmingham News*, 10 June 1942, ADAH Public Information Subject File - General Files, SG 6993, Folder 1645, Alabama Department of Archives & History, Montgomery, Alabama, page 2.

BEST COPY AVAILABLE

Lesson 3: Document 2 (p. 3)

en's army will be the physical examination, to be given at government expense to all who pass the two Ft. McClellan tests. Alabama women will make a trip to Atlanta June 20 for this last event of army examination.

In Washington, where all papers will finally wind up, selection of 40 future officers of the WAAC from the Fourth Corps Area will be made, and the lucky ladies will be summoned to an eight-week training camp at Ft. Des Moines, Ia.

* * *

INTERVIEWERS WHO LISTENED Tuesday to life histories of Alabama's candidates heard some amazing stories:

Of the mother of five children, who, having worked to send herself and all five to college, was now ready to join the army.

Of the waitress from Birmingham who had saved and borrowed to make the trip despite the fact that it might cost her job.

Of the South Alabama girl who supports herself on a salary of $5 a week.

Of the skilled personnel director who was ready to give up her high-paid job for an auxiliary's pay in the women's corps.

Of the social leader whose husband had died from wounds of the last war.

Of women, tragic and happy, old and young, rich and poor—eager to help.

WAAC applicants notified to report at Ft. McClellan Tuesday were these women, from every part of Alabama:

Miss Mennette Ammons, Bessemer; Mrs. Lillian Pugh Andrews, Jackson; Miss Edna Earle Atkins, Dothan; Miss Margaret Delores Baldwin, Mobile; Mrs. Mary Kate Bamberg, Montgomery; Miss Jewel Elaine Barnett, Phoenix City; Miss Frances Bell, Tuscaloosa; Miss Katherine Bell, Prattville; Miss Anita Mae Best, Birmingham; Miss Maude Magdalene Bosarge, Bayou la Batre; Miss Dora Darr Briskey, Florence.

Miss Ruth Elmira Burgess, Duke; Miss Alline Campbell, Birmingham; Mrs. Etta Lee Turner Carnathan, Florence; Miss Margaret Amanda Clarke, Birmingham; Miss Martha Jane Cliff, Talladega; Miss Alice Mildred Clinkscales, Calcis; Miss Elsie Mae Cornelius, Montgomery; Miss Goldie Mabel Covrette, Montgomery; Miss Mary Donna Crawford, Mobile; Mrs. Gertrude Jackson Crow, Florence; Miss Jane Martha Culbreth, Birmingham.

Mrs. Velma Farlow Curry, Anniston; Miss Frances E. Willard Daniel, Birmingham; Miss Ethel Mae Darling, Hollins; Miss Daphne Davis, Butler; Miss Eva Dendy, Florence; Miss Mittie Byrd Desmukes, Elmore; Miss Katherine Ora Diamond, Atmore; Mrs. Melba Park Dixon, Birmingham; Miss Mary Lillian Drewry, Carrollton; Mrs. Exel Dyar, Montgomery; Miss Gladys C. Elrod, Baileyton; Miss Geraldine Etheredge, Huntsville; Mrs. Sara Walker Farley, Bolling;

Mrs. Pauline Rains Forester, Fort Payne; Miss Alcesta Fehr Fowler, Jacksonville; Mrs. Shirley Christina Frazier, Mobile; Miss Mary Julia Geesland, Birmingham; Miss Emma Florence Goggans, Aesop; Miss Mary Elizabeth Goode, Wylam; Miss Edna Lucille Graham, Cherokee; Miss Melba Griffin, Montevallo; Miss Eddie Maxine Griffith, Huntsville; Miss Goldie Louise Hafner, Mobile; Miss Ruth Hamner, of Talladega; Miss Mary Elizabeth Harris, Dothan; Mrs. Ann Geere Hawkins, Birmingham; Miss Martha Rebecca Herren, Birmingham.

Document 2: Virginia van der Veer, "Weaker Sex? Not Any More, Brother," *The Birmingham News*, 10 June 1942, ADAH Public Information Subject File - General Files, SG 6993, Folder 1645, Alabama Department of Archives & History, Montgomery, Alabama, page 3.

BEST COPY AVAILABLE

Lesson 3: Document 2 (p. 4)

Miss Ruth Hines, Decatur; Miss Barbara Hodges, Gadsden; Miss Mayfred M. Holt, Bankston; Miss Louise M. Howard, Mobile; Miss Elizabeth Lee Jemison, Montgomery; Miss Vera Ellen Johnson, Birmingham; Miss Margaret Anne Joyce, Selma.

Miss Ruby Nerrine Kerr, Ft. McClellan; Mrs. Edna Pauline Foster Killough, Bessemer; Miss Mary Ethel Kitchens, Fairfax; Miss Anna Louise Knowlton, Anniston; Miss Elizabeth Cole Lambert, Uriah; Miss Martha Adelia Lambert, Uriah; Miss Angie Ophelia Lamb, Opelika; Miss Maud Mae Lawrey, Geraldine; Miss Virginia Neale Ledbetter, Birmingham.

Mrs. Lucille Nelson Lloyd, Fairhope; Miss Gladys Sunshine Love, Andalusia; Miss Zolner Maxine Lowry, Mobile; Miss Winifred Jackson Marion, Alexander City; Miss Sara Ruth Marshall, Florence; Miss Ona Pearl Massey, Honoraville; Miss Evelyn Matthews, Andalusia.

Mrs. Janet Anne Mattix, Mobile; Miss Sara Martin Mayfield, Tuscaloosa; Miss Mary Florence McCarthy, Troy; Mrs. Verna Alice McCluskey, Birmingham; Miss Mary Virginia McCutcheon, Jasper; Mrs. Kathleen McElderry, Talladega; Mrs. Evelyn Ivery McMillan, Montgomery; Miss Martha Washington Milstead, Birmingham; Mrs. Gladys Corbett Morgan, Birmingham; Miss Sarah Nell Morris, Montgomery.

Mrs. Gage Winston Morton, Selma; Miss Jacqueline Moss, Birmingham; Miss Mary Irene Mundine, Birmingham; Miss Vista Murray, Birmingham; Miss Nell Alice Neighbors, Montgomery; Miss Mabel Azalea North, Montgomery; Miss Mary Josephine Norton, Birmingham; Miss Dannie Orr, Birmingham; Mrs. Estella Pearl Oswalt, Fayette; Mrs. Anne Grimes Park, Montgomery; Miss Lenora Virginia Patridge, Clanton; Miss Laura Katherine Pickett, Montgomery; Mrs. Elizabeth Montgomery Poe, Birmingham; Miss Vivian Louise Porter, Talladega;

Miss Marion Elaine Prather, Auburn; Miss Myrtle Sanders Preer, Montgomery.

Mrs. Ludie Mae Price, Tuscaloosa; Miss Irene Randolph, Montgomery; Miss Anna Margaret Ray, Ensley; Miss Margaret Lucile Ray, Birmingham; Miss Ida Lue Bella Richardson, Tuscumbia; Miss Margaret Monsees Rippere, Montgomery; Mrs. Maude Smyly Roan, Talladega; Mrs. Lillian Margaret Robertson, Montgomery; Mrs. Kathryn Brennan Roy, Montgomery; Miss Margaret Amy Sanderson, Birmingham.

Miss Mildred Rebecca Sargent, Abbeville; Miss Martha Elizabeth Saxon, Birmingham; Miss Margean Cecilie Schwine, Birmingham; Miss Dora Eloise Scroggins, Flomaton; Mrs. Janie Morris Schnackmann, Montgomery; Miss Vinnie Segler, Grant; Miss Eudora Nell Shelton, Montgomery.

Miss Eleanor Small, Montgomery; Miss Mary Elizabeth Smith, Prattville; Miss Peggy Smith, Montgomery; Mrs. Trevis Savage Smith, Centre; Miss Edith Mary Stewart, Birmingham; Miss Katheryn Maude Stewart, Huntsville; Miss Nora Stokes, Abberville.

Miss Annalyn Vincent Street, Clayton; Miss Eugenia Tate, Montgomery; Miss Agnes Carolina Thomas, Birmingham; Mrs. Lorene Ellen Joan Thompson, Birmingham; Mrs. Nettie Smith Thompson, Montgomery, and Miss Ann Thornton, Anniston.

Miss Romona Madeline Whitaker Tripp, Montgomery; Miss Katheryn Tucker, Montgomery; Mrs. Ellie Irene Thrift Turner, Warrior; Miss Annie Olivia Turner, Montgomery; Miss Helen Harris Walker, Birmingham; Mrs. Helen Terrell Walthall, Birmingham; Miss Margaret Warren, Tallassee; Mrs. Rachael Christopher Whitehead, Gadsden.

Miss Virginia Aubrey Williams, Montgomery; Miss Ethel Margaret Wilson, Birmingham; Miss Queen Ester Beverly, Birmingham; Mrs. Willye Garrett Dasher, Dothan; Miss Evelyn Martha Bryant Edwards, Tuscaloosa, and Miss Annie Laurie Storey, Talladega.

Document 2: Virginia van der Veer, "Weaker Sex? Not Any More, Brother," *The Birmingham News*, 10 June 1942, ADAH Public Information Subject File - General Files, SG 6993, Folder 1645, Alabama Department of Archives & History, Montgomery, Alabama, page 4.

BEST COPY AVAILABLE

Lesson 3: Document 2 (p. 5)

LADIES' DAY AT FT. McCLELLAN—An invading army of more than 200 women descended upon Ft. McClellan Tuesday and Wednesday, seeking admission to the first training camps and battalions of the Women's Army Auxiliary Corps—known from coast to coast as America's WAACS. Directed by Col. H. C. Fry, Alabama's candidates took stiff tests which will determine whether they will enter as officers or as auxiliaries.

Top left, Miss Ethel Wilson (left), personnel manager for a Birmingham department store, begins her 35-minute personal interview before a board of officers and assistants. Interviewers, left to right, are Mrs. L. K. MacGregor, Lt. Col. H. D. McHugh and Miss Virginia Ordway.

Top right, WAAC applicants just couldn't leave without trying out one of the famous army jeeps, so Col. Fry took the driver's seat for a brief tour of the fort. In the front seat are Peggy Smith, of Montgomery (center), and Martha Saxon, Birmingham, on the outside. Rear seat (left to right) are Joan Thompson, Birmingham; Margaret Warren, Tuscaloosa, and Eloise Berroggins, Flomaton.

Lower left, candidates for WAAC officers' school must be between five and six feet tall. Left to right, Agnes Thomas, of Birmingham, is two inches over the minimum. Anne Thornton, Anniston, is five feet six inches, just about average, and Mrs. Joan Thompson is two inches under the maximum.

Lower right, an education of high school or better is required of WAAC officers. These slightly wherried women are taking the mental alertness—or I. Q.—test for the corps.

Document 2: Virginia van der Veer, "Weaker Sex? Not Any More, Brother," *The Birmingham News*, 10 June 1942, ADAH Public Information Subject File - General Files, SG 6993, Folder 1645, Alabama Department of Archives & History, Montgomery, Alabama, page 5.

BEST COPY AVAILABLE

Lesson 3: Document 3

WAAC Officer Candidates Told Glamor Stuff Is Strictly Out

Course Of Training At Ft. Des Moines, Iowa, Will Mean Hard Work—And Plenty Of It

The first 440 officer-candidates will report to the Women's Army Auxiliary Corps Training School at Ft. Des Moines July 20. Here's a description of the men who'll teach them.

* * *

BY GEORGE S. MILLS

FT. DES MOINES, Iowa—(Wide World)— Girls, meet some of the men who will have charge of turning you into soldiers in the Women's Army Auxiliary Corps Training School here.

Staff and faculty of the school consist of 41 commissioned and non - commissioned officers. Not one hardboiled-army-sergeant type showed up in seven random interviews.

The officers insist they aren't afraid of the job of fitting women into what heretofore has been one of mere man's last citadels, the army. Five of the seven officers are married and in their upper forties or early fifties.

The two bachelors are youngsters, one 28, the other 24.

The two bachelors are youngsters, one 28, the other 24.

"A skirt and a pair of breeches are different garments," observed Col. Don C. Faith, 48, affable commanding officer of the school. "That illustrates why WAAC regulations will not duplicate those of the army but will parallel them."

The colonel, who has held an army commission 25 years, was on the Mexican border and in Camp Logan, Houston, Tex., during World War I. He was on duty in the Philippines in 1921-22 and in Tientsin, China, in 1931-32.

He was attending the University of Wisconsin when the First World War broke out, and his experience includes four years as instructor with the Wisconsin National Guard at Baraboo, Wis. He also has served with the 29th Infantry Demonstration Regiment at Ft. Benning, Ga., attended the command and general staff school at Ft. Leavenworth, Kan., and was graduated

Document 3: George S. Mills, "WAAC Officer Candidates Told Glamor Stuff is Strictly Out," *The Birmingham News*, 19 June 1942, ADAH Public Information Subject File - General Files, SG 6993, Folder 1645, Alabama Department of Archives & History, Montgomery, Alabama, page 1.

BEST COPY AVAILABLE

Lesson 3: Document 3 (p. 2)

from the War College in Washington, D. C., in 1938.

* * *

ONE OF HIS THREE SONS. Don, Jr., is a second lieutenant in the 82nd Division at Camp Claiborne, La.

"I think American women are plenty intelligent and I am not worried about how this whole program will work out," the colonel said. "The modern American woman has a lot of flexibility of mind. She will be able to make the necessary adjustments."

He conceded that "there will be minor problems, the beauty shop problem for example." Facilities for that phase of feminine life will be available here, he said, but there will be no cutting classes to get a hair-do.

When the colonel arrived sometime ago, he warned the candidates to expect a lot of hard work and he described the school as "no playhouse for glamor girls."

What about discipline?

"We are not proposing to establish a guardhouse for the WAACS. Standards of conduct of women generally are higher than men. Then, it is perfectly apparent that we will always have plenty of source material to draw from. We can always discharge a woman and fill the vacancy with a high class individual."

On the social side, he said:

"We expect the WAACS to have dates with soldiers."

Capt. Gordon C. Jones, director of training, is a 28-year-old bachelor with a wave in his auburn hair.

"I don't even know a girl," he declared.

He was in his second year as a commandant of the Riverside Military Academy at Gainesville, Ga., and Hollywood, Fla., when he was called as a reserve officer into service.

He is a native of Columbus, Kan., and a graduate of The Citadel, South Carolina military college. He and several associates on the staff and faculty were on the WAAC Pre-Planning Board in Washington before coming here.

* * *

SECRETARY AND ADJUTANT of the school is soft-spoken Maj. William B. Houseal, 53, of Birmingham. He was personnel officer at Camp McClellan, Anniston, in World War I.

He left the army in 1919 to specialize in public relations and personnel service until he returned to the service last March.

Asked how well qualified he considered himself for this all-feminine assignment, he replied:

"It is true that I don't have any daughters, but I do have six sisters. I have had the same wife 24 years

Document 3: George S. Mills, "WAAC Officer Candidates Told Glamor Stuff is Strictly Out," *The Birmingham News*, 19 June 1942, ADAH Public Information Subject File - General Files, SG 6993, Folder 1645, Alabama Department of Archives & History, Montgomery, Alabama, page 2.

BEST COPY AVAILABLE

Lesson 3: Document 3 (p. 3)

and I have had the same secretary 23 years."

Maj. W. M. Harton. 48. of Conway. Ark.. will command one of the WAAC training regiments. In the first World War he saw action as an artilleryman in the St. Mihiel and Meuse-Argonne engagements during his 11½ months overseas.

He served in the Arkansas National Guard from 1926 to 1940, when he returned to active duty. He is an optometrist in civilian life. He has one son and one daughter.

Lt. Col. Francis Egan, the WAAC quartermaster, is an Irishman. He was born 50 years ago last St. Patrick's Day. His brows are so heavy they shade his eyes from all but the setting sun. He will have charge of supplies and equipment of all kinds.

Will the girls be allowed a chocolate eclair once in a while? Or sherbet?

"So far as I know, they will eat regular army rations," he grinned. "But I am not worried about women coming into the army. We can take as good care of them as we do the men."

Col. Egan has been in the army since 1914. He was an instructor in an officers' training school in the last war. He was commanding officer of the quartermaster depot at Manila from 1938 to 1940.

* * *

FIRST SG'T. HENRY N. SAWICKI, 45, another faculty member, went through five major engagements in the last war. On Nov. 4, 1918, he was wounded in the head, chest and arms by shrapnel fragments. He has been in service since 1916. He is married but has no children.

Asked what city he considers his home, he replied: "The army."

Cpl. Orville J. Burgeron, 24, is a Cloquet, Minn., inductee who has been in the army eight months. He is unmarried. Before the war he worked on a golf course and in a factory.

He has a girl back home, "but I don't know what she thinks about me and the WAACS."

Finally, girls, don't be overawed by the school officers. Confidentally, they're preparing to be awed by you.

"This very definitely will be a select group," said Col. Faith. "The fact that there are well over 200 applicants for every place indicates we are going to get women who have had experience in leadership."

Outdoors the school detachment was engaged in extended drill under the hot sun on the parade grounds.

"Both officers and enlisted men are going through refresher

Document 3: George S. Mills, "WAAC Officer Candidates Told Glamor Stuff is Strictly Out," *The Birmingham News*, 19 June 1942, ADAH Public Information Subject File - General Files, SG 6993, Folder 1645, Alabama Department of Archives & History, Montgomery, Alabama, page 3.

BEST COPY AVAILABLE

Lesson 3: Document 3 (p. 4)

courses," explained Capt. Jones. "We all have to be on our toes. These women are bound to be bright lot."

Lesson 3: Document 3 (p. 5)

THEY'LL TEACH THE WAACS—Affable, 46-year-old Col. Don C. Faith (left above) commands the Women's Army Auxiliary Corps Training School at Ft. Des Moines, Iowa. The first 440 WAAC officer candidates will report there July 20. Col. Faith warned the candidates to expect a lot of hard work and he described the school as "no playhouse for glamor girls."

Two bachelor officers, Col. Orville J. Burgeron (center), 24, and Capt. Godon C. Jones (right), are among the 41 commissioned and non-commissioned officers who comprise the staff and faculty of the school.

Document 3: George S. Mills, "WAAC Officer Candidates Told Glamor Stuff is Strictly Out," *The Birmingham News*, 19 June 1942, ADAH Public Information Subject File - General Files, SG 6993, Folder 1645, Alabama Department of Archives & History, Montgomery, Alabama, page 4 and 5

BEST COPY AVAILABLE

Lesson 3: Document 4

THE SKIRTED SOLDIER

By Charles Collins Aldridge

I am a WAAC.
I am a Soldier in Skirts.
Don't laugh, Mister. It is no laughing matter.
I wear the uniform of my country
Because my country is at war.
I'm no super-patriot. Millions of
Young men have laid aside pencils,
Typewriters, golf clubs to shoulder guns,
To fight, to bleed....and to die
That this great United States of America
May remain free.
There's Joe and Pete and Herbert and Al and George.
They were told their country was in peril and
They did something about it.
Why should I sit back in ease and let Joe and Pete
And George fight my war for me?
However you add it, subtract it or multiply it,
It is my war, too. Not just Joe's war
Or Pete's or George's.
These grand fellows -- fellows I know and love --
Did not have to be told twice that their country
Was in grave danger -- just once.
Neither did I.

* * * * * * * *

"Goodbye, sir, I'm off to join the WAACs
"You can find another stenographer."
"Goodbye, children. You'll have a new teacher....
"I'm going to join the WAACs."
"Store these dishes and chairs for the duration,
"And rent the house. I'm off to join the WAACs."

* * * * * * * *

I swamped the recruiting station.
I got in the sergeant's hair, the Captain's hair,
The colonel's hair.
"Are you sure you know what you're doing, Lady?"
Asked the sergeant, the captain, the colonel.
"This is no tea party, no glamour parade."
"Glamour be,...Excuse me, sir. What I mean is
"There's a job to do.
"And I can do it."
The sergeant, the captain and the colonel
Threw up their hands in utter dismay
And total disbelief.
But they signed me up. And they handed
Me a one-way ticket to Fort Des Moines.

* * * * * * * *

So you went to Fort Des Moines and
They gave you a gold bar for each shoulder?
NO! Mister, NO!
They didn't give me ANYTHING....
Except shots in the arm, and
An Ill-fitting uniform, and
Gigs opposite my name, and
Blisters -- big raw blisters -- on my foot.

Document 4: Charles Collins Aldridge, *The Skirted Soldier,* Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19859, Folder 24, Alabama Department of Archives & History, Montgomery, Alabama, page 1.

BEST COPY AVAILABLE

Lesson 3: Document 4 (p. 2)

I EARNED those gold bars....the hard way.

* * * * * * * *

'Ten-Shun!
Did you ever stand at attention
And have your nose start to itch.
And just keep on itching and itching
Till you thought sure it would itch off?
Well I did.
Did you ever march and march and march
Till your arches screamed in pain
And your blistered heels cried out in mortal agony?
Well I did.
Did you ever have an innocent, unsuspecting
Brain into which suddenly were hurled headlong
The intricacies of Mess Management,
Army Administration, Property Accountability,
Close Order Drill, Army Courtesy,
Physical Ed, The Punitive Articles of War,
And Discipline, Yes Sir, No Sir, Yes Ma'am,
No Ma'am? Well did you?
Well I did.
Mister, I earned those gold bars.
And this military bearing.
And this sharp salute.
Oh Glamour, where art thou?
Oh Colonel, you know whereof you spoke!

* * * * * * * *

But today I am a WAAC.
A Third Officer, if you please.
And I'm equipped to do a job.
That job is an Army job. They won't
Let me shoot the Japs and the Nazis.
But any other Army job they want me to fill
I'll fill.
I'll bake the Army's bread, make its pies,
Peel its spuds, watch its skies.
I'll clean its barracks. I'll drive its trucks.
I'll whip its bounding, impertinent jeeps....
Answer its phones, write its letters
And file ten copies neatly away....

Document 4: Charles Collins Aldridge, *The Skirted Soldier,* Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19859, Folder 24, Alabama Department of Archives & History, Montgomery, Alabama, page 2.

BEST COPY AVAILABLE

Lesson 3: Document 4 (p. 3)

I'll do ANYTHING.
I am ready. I am trained.
If I'm needed in England, Iceland,
Australia, Alaska, Egypt,
The Solomons, Madagascar,
Mitchell field or Fort Sam Houston....
There will I be. Prepared, eager, alert.
Yes, Joe and Pete and George and Herb
You may go into battle now
And not be entirely alone....I, too,
Will be serving. It is really my war
now
Just as it is your war.
And Joe and Pete and George and Herb
I want you to know this:
I am proud to the last fiber of my body..
To the deepest misty recess of my spirit
That I am privileged to wear the uniform
Of my country.
Proud that I am privileged to have a
part
In making history.
Proud that I am privileged to play a
role,
However small,
In this grim, necessary struggle to
keep
Our country a land wherein we may
Live, love and worship God
Any way we please.

* * * * * *

Mister, if you'll pardon me.
I have work to do.
I am a WAAC.

Document 4: Charles Collins Aldridge, *The Skirted Soldier,* Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19859, Folder 24, Alabama Department of Archives & History, Montgomery, Alabama, page 3.

BEST COPY AVAILABLE

Lesson 3: Document 5

Alabama State Defense Council

GOVERNOR CHAUNCEY SPARKS
Chairman
HAYGOOD PATERSON
Executive Director

334 SOUTH RIPLEY STREET
P. O. BOX 156
MONTGOMERY 1, ALABAMA

OLIN H. HORTON
Asst. Executive Director
CARL GRIFFIN
Executive Secretary

September 28, 1943

Mr. Z. Scogin, Mayor
Piedmont, Alabama

Dear Mr. Scogin:

Governor Sparks has just issued a proclamation calling upon the patriotic women of Alabama to enlist in the Woman's Army Corps in order that they may release men from their jobs to replace the 70,000 casualties suffered in the war, and has asked me to serve as chairman of the Alabama committee for recruiting women for this important work.

In assuming the above responsibility I am conscious of the fact that it is necessary to have the cooperation of all public spirited people in Alabama if we are to succeed. I am, therefore, requesting you to appoint an outstanding woman in your city to act as a member of this committee and to furnish us with the name and address of the person you appoint. Other members of this committee will be appointed by the county chairman of Civilian Defense and other mayors in your county.

I will consider it a personal favor if you can give this matter immediate attention and let us hear from you.

Cordially yours,

Haygood Paterson
Executive Director

LEC/z

Document 5: Haygood Paterson, Montgomery, Alabama, to Mr. Z. Scogin, Piedmont, Alabama, 28 September 1943, Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19859, Folder 24, Alabama Department of Archives & History, Montgomery, Alabama.

BEST COPY AVAILABLE

Lesson 3: Document 6

Five More Nursery Schools Planned To Aid War Workers

Expansion Of Facilities Here Announced In Order To Provide Care For Tots While Their Mothers Hold Defense Jobs

Provision for five new nursery schools and expansion of the services of the four already in operation in the Mobile area are planned to release women for employment and at the same time assure them of good care for their children.

This expanded nursery school service is under the supervision of Mrs. Lea Cowles, state supervisor, WPA nursery school program, who was in Mobile yesterday to make preliminary arrangements for the enlarged service.

WPA, which has operated nursery schools for the past several years, has been designated by Congress to administer the $6,000,000 appropriation for increased nursery school service for the especial benefit of children of employed mothers and for children of men in the armed forces and industrial workers living in crowded conditions.

With 1,300 Mobile women already employed in defense work as shown by a recent survey, the WPA program, under the direct guidance and sponsorship of the state department of education, plans increased enrollment in nursery schools already set up, which are Christ Church, Oakdale, Social Center and Orange Grove Homes schools, and the establishing of five new schools, one of which will be at the Preventorium building on Washington Avenue to serve the Brookley Field area.

Other schools are to be at Trailer City on Houston Street and the housing project at Chickasaw. These

Document 6: "Five More Nursery Schools Planned to Aid War Workers", *The Mobile Register*, 26 August 1942, Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19882, Folder 26, Alabama Department of Archives & History, Montgomery, Alabama, page 1.

BEST COPY AVAILABLE

Lesson 3: Document 6 (p. 2)

schools will charge only a nominal fee for food for the children while they are in school. Personnel will be furnished by WPA.

The Mobile County nursery school board, organized last December, is composed of representatives from all organizations and groups in the county interested in the nursery school program here. Organizations co-operating under the WPA leadership are the farm security agency, OCD, the department of public welfare, P.-T. A., the national housing and health authority, AAUW, the Bureau of Catholic Charities, and the National Council of Jewish Women in Mobile.

These organizations are giving aid to the program by interpreting the expanded WPA activity to the community, surveying conditions of need in the Mobile area, helping to find housing and sponsorship for furnishings and utilities, helping to secure volunteers and helping to register children needing care.

Mrs. Cowles said teachers to meet the increased needs of the new program are now in training in Birmingham. When the schools open volunteer workers will be needed. The Mobile Civilian Defense Volunteer Office will aid in recruiting volunteers and in planning the course. It is expected that this training will begin in the fall.

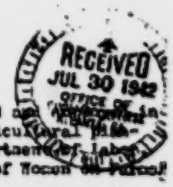
Document 6: "Five More Nursery Schools Planned to Aid War Workers", *The Mobile Register*, 26 August 1942, Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19882, Folder 26, Alabama Department of Archives & History, Montgomery, Alabama, page 2.

BEST COPY AVAILABLE

Lesson 3: Document 7

Saturday, June 13, 1942

WOMEN'S BUREAU
Washington



GUIDES FOR WARTIME USE OF WOMEN ON FARMS

Women for farm work in labor shortage areas should be recruited and [illegible] in accordance with recognized standards of efficiency, health, and agricultural planning, Miss Mary Anderson, Director of the Women's Bureau, U.S. Department of Labor, said today in announcing a special report, "Guides for Wartime Use of Women on Farms."

"Because we believe that women are eager to make a practical contribution to the Nation's food-for-victory program, the Women's Bureau has examined carefully the wartime problems involved in the effective use of women on farms", she said. "Confusion and waste resulting from misdirected enthusiasm will be reduced to a minimum if individuals and local women's groups cooperate fully with the Federal agencies responsible for farm labor supply."

According to the U.S. Women's Bureau report, "Any plan for the increased use of women on farms should observe three main principles—

"1. The recruiting of women for agricultural service should be done systematically and efficiently, and should be confined to those areas in which a real need for women's services is anticipated. The agency best equipped to do the necessary recruiting is the United States Employment Service.

"2. Only those women should be selected for work on farms who are able to make a substantial contribution to production. Physical fitness for the job, training, and experience should be the determining factors in selecting prospective workers.

"3. Such working and living conditions as experience has proved are essential to maximum production and the maintenance of health should be provided. Under no circumstance should the use of women be permitted to lower existing standards of wages and working conditions."

"No plan to organize women volunteers for farm work in any community should be undertaken until local representatives of the two United States Government agencies—the Department of Agriculture and the Employment Service—have been consulted concerning the need for woman workers on local or nearby farms. All registrations for jobs and all placements should be done under the direction of or in cooperation with State and local farm placement offices of the U.S. Employment Service. Thus much unnecessary personal interviewing and shopping around for appropriate work can be avoided by women willing to do farm work. The county agricultural war board can give the necessary information in areas without local employment offices."

In order to avoid serious consequences of work which may be too strenuous for some women, the Women's Bureau advocates physical examinations for women applicants before placements are made.

The Women's Bureau suggests that State and local committees of farmers, workers, and representatives of the public "work out together the standard wage rates that should be paid to farm laborers and the length of the basic workday and week in the respective communities. Either as members of these committees or as advisers to them, representatives of woman's organizations can exert great influence in securing the establishment and maintenance of proper working conditions for women."

Document 7: U.S. Department of Labor, Women's Bureau, *Guide for Wartime Use of Women on Farms* ([Washington, D.C.]: U.S. Department of Labor, Women's Bureau, 1942), Alabama Council of Defense (1941-1946), Program Administrative Files, SG 19882, Folder 38, Alabama Department of Archives & History, Montgomery, Alabama, page 1.

BEST COPY AVAILABLE

Lesson 3: Document 7 (p. 2)

Hours and wages for farm work should compare favorably to those in other occupations, the report points out. The experience of industries employing women, the report says, shows clearly that women are most efficient and productive when they do not work more than 48 hours a week and have at least 1 day of rest in 7. If longer hours are necessary on farms it is urged that "when emergencies require overtime for several days, compensating time off should be allowed during the same or following week to assure full recuperation from the unusual physical strain.

"Wages should be comparable to those in canneries and other industries if farmers are to attract a sufficient number of workers to harvest this year's crops. The Federal Fair Labor Standards Act serves as a guide for possible minimum-wage standards for women in agriculture. Under this Federal law men and women employed in interstate industries must be paid at least 30 cents an hour. Most canneries, as well as other manufacturing establishments are covered by this Act."

The Women's Bureau takes the position that women should not work as farm laborers for little or no pay even though they are eager to serve their country and do not need the money. "Though the motive is generous, the effects of such a practice would be wholly unsound. Millions of men and women in peacetimes as well as in time of war must earn their living by working for wages on the Nation's farms. Many of these workers find existence at present wage levels exceedingly difficult. Should women offer to work for less, they would serve only to undercut existing rates and aggravate an already serious social problem.

"Transportation problems add complications to the farm labor shortages and raise questions of living facilities for women farm workers. As far as possible, women from neighboring towns and villages should be used, but in many such cases farmers will have to provide the transportation to and from the job in their own cars, or school busses might be used.

"The problem becomes more serious, however, where larger numbers of women are required and living quarters must be provided for a relatively long time. In such circumstances certain minimum standards are recommended which include—

"Clean and sanitary living quarters, screened if possible.
"Adequate and sanitary toilet facilities.
"Shelters that are proof against rain and free from unwholesome dampness.
"Pure water for drinking and bathing, tested and certified as safe by public health authorities.
"Clean and comfortable beds; a single bed for each worker wherever possible.

"If groups of young women should be employed on farms and required to live in camps or dormitories, proper supervision by qualified adult women should be provided in all cases."

Miss Anderson sees this new report as a valuable guide to the many women's organizations that want to help solve the pending farm labor shortage and have offered their services to State and Federal agencies. "Women's groups," Miss Anderson said, "probably can render the greatest assistance to the food-for-victory drive by helping put into operation the program outlined by the Women's Bureau."

Document 7: U.S. Department of Labor, Women's Bureau, *Guide for Wartime Use of Women on Farms* ([Washington, D.C.]: U.S. Department of Labor, Women's Bureau, 1942), Alabama Council of Defense (1941-1946), Program Administrative Files, SG 19882, Folder 38, Alabama Department of Archives & History, Montgomery, Alabama, page 2.

BEST COPY AVAILABLE

Lesson 3: Document 8

CHILDREN'S CENTERS
VITAL TO VICTORY

Why?

How?

Document 8: The National Commission for Young Children, *Children's Centers Vital to Victory* (Washington, D.C.: The National Commission for Young Children, 1942), Alabama Council of Defense (1941-1946), Program Administrative Files, SG 19882, Folder 28, Alabama Department of Archives & History, Montgomery, Alabama, page 1.

BEST COPY AVAILABLE

Lesson 3: Document 8 (p. 2)

CHILDREN'S CENTERS ARE NEEDED HERE AND NOW

In London, they say, "Nurseries in Britain mean planes in Australia." If nurseries in England can release thousands of mothers, nurseries in the United States will release tens of thousands to make their contributions for the war effort. Let us, in the United States, take time by the forelock, build child programs and centers now.

Why? Because as the armed forces enlist men from industry, as war production speeds up, an ever increasing number of women will be needed. Our job is to insure the full production necessary to win the war.

Why? Because not only do the women of America need and want to help, but at the same time they want to be sure their children are well cared for. Properly run children's groups assure sound health programs, continuous careful guidance. They provide children with a place to play, with companionship, with proper equipment to exercise both body and mind.

Why? Because overcrowded trailers, homes and communities, such as exist all over the country today, allow no adequate place to play, to develop, to be happy.

Why? Because the war has taught us once again that programs for young children are vitally important. Undiagnosed disabilities among drafted men have brought into sharp relief the need for early examination and constant care. Our children must grow up into healthy men and women.

Why? Because, unfortunately, war-geared industry often creates temporary dislocation and unemployment. Both parents and children suffer stress and strain. A well run children's program brings release from strain, good counsel to parents and children.

Why? Because the building of centers to serve children provides parents with something they want and need in peace or war.

Why? Because parents, teachers and health workers pulling together can build, secure independent, happy, healthy cooperative children—the kind who will grow up able to build the brave new world for which we are fighting; who will in time preserve and strengthen the democracy of the United States of America.

Document 8: The National Commission for Young Children, *Children's Centers Vital to Victory* (Washington, D.C.: The National Commission for Young Children, 1942), Alabama Council of Defense (1941-1946), Program Administrative Files, SG 19882, Folder 28, Alabama Department of Archives & History, Montgomery, Alabama, page 2.

BEST COPY AVAILABLE

Lesson 3: Document 8 (p. 3)

YOU CAN HELP SET UP A CHILDREN'S SERVICE CENTER—NOW!

How? Initiate the Program. Any individual or group can start the ball rolling. The program, however, should result from cooperative effort. Solid success will depend on the joint effort of all who can contribute.

How? First call together a small group for discussion. It should, if possible, include parents, educators trained to understand young children's needs, health and welfare representatives, and, if available, a psychologist and psychiatrist.

How? Bring in Others. The first small group should enlist the help of other interested individuals and agencies. Other states and cities have done it. You too can interest such groups as:

Your local government groups, departments of education, health and welfare.

Your council of social agencies or individual social agencies interested in child and family welfare.

Your recreational agencies, public and private—these mean parks and playgrounds to your project.

Your nursery schools, day nurseries.

Your WPA family education centers.

Representatives from such other groups as follow may be brought in to help sponsor the project.

Church groups, women's clubs, labor organizations, employed mothers, industry, teacher and parent-teacher groups. Try to enlist their time, energy, and support.

From this entire group small continuing committees should be set up to do the necessary survey work preparatory to the actual starting of the program. It is vital that all volunteer work be directed by a trained professional person.

How? Work with Your Defense Council. Before any action is taken, clear with your local Defense Council in order to assure integration, cooperation, no overlapping. If possible, there should be a representative of children's work appointed to the local and state Defense Council.

Document 8: The National Commission for Young Children, *Children's Centers Vital to Victory* (Washington, D.C.: The National Commission for Young Children, 1942), Alabama Council of Defense (1941-1946), Program Administrative Files, SG 19882, Folder 28, Alabama Department of Archives & History, Montgomery, Alabama, page 3.

BEST COPY AVAILABLE

Lesson 3: Document 8 (p. 4)

• ★ •

How? Do the Vital Preparatory Work.

1. **Investigate need for centers.**
   Ascertain number of children from two to six; tabulate areas in which they live, their specific ages.
   Ascertain number of employed mothers, their working hours.
   Discover amount of parent interest in children's service centers among both working and non-working mothers.

2. **Investigate present facilities.** What space, equipment and staff are available: what professional cooperation can be enlisted; what community resources (proper school, health center agencies) can be tapped or expanded.

3. **Standards and supervision.** To be sure children's programs are sound as well as useful, secure professionally trained workers and/or existent health, education and social agencies to join in planning and supervising programs. Systematic plans for regular supervision and at least bi-monthly staff meetings (to discuss intake, daily programs, children) should be made and followed.

4. **Legal status.** Find out local or state laws which govern the care of young children in groups at this age level. Be sure to get this information.

5. **Financial assistance.** What local, state or federal funds exist which may be tapped for your program? Seek federal, state and local funds and resources; meanwhile use your ingenuity and group resources to get going.

6. **Estimate future needs for centers.** Find out nature of new defense industries and those contemplated, expansion of existing industries, policies of plants with respect to hiring women. Get every bit of available information from existing social agencies before you start to get your own. In many communities there is ample evidence of need for immediate action with a minimum of survey work required.

Document 8: The National Commission for Young Children, *Children's Centers Vital to Victory* (Washington, D.C.: The National Commission for Young Children, 1942), Alabama Council of Defense (1941-1946), Program Administrative Files, SG 19882, Folder 28, Alabama Department of Archives & History, Montgomery, Alabama, page 4.

BEST COPY AVAILABLE

Lesson 3: Document 8 (p. 5)

Now—to Work

Pool all available resources, knowledge and health. If you are going to use volunteer assistance, start study courses at once. These should be started only under the guidance of trained experts. If you have none in your community, try to import them from the nearest center.

START NOW — TO ASSURE

For Your Child and All Children—The security, health, and happiness, which only a handful of children have had until now.

For the United States—That the mothers of young children can give whole-heartedly their efforts where and when they are needed—secure in the knowledge that their children are being cared for, protected and developed in the best possible way.

CHILDREN'S CENTERS TODAY
ARE
VITAL TO VICTORY

Document 8: The National Commission for Young Children, *Children's Centers Vital to Victory* (Washington, D.C.: The National Commission for Young Children, 1942), Alabama Council of Defense (1941-1946), Program Administrative Files, SG 19882, Folder 28, Alabama Department of Archives & History, Montgomery, Alabama, page 5.

BEST COPY AVAILABLE

Lesson 3: Document 8 (p. 6)

COMMISSION MEMBERS

Rose H. Alschuler, Chairman
John E. Anderson
William G. Carr
Norton Cesparis
Allison Davis
Lawrence K. Frank
Harriet A. Houdlette
Alice V. Keliher
Mary E. Murphy
George D. Stoddard
Edna N. White

SPONSORING ORGANIZATIONS

National Association for Nursery Education
Association for Childhood Education
Progressive Education Association
American Association of University Women

For Further Information Write

THE NATIONAL COMMISSION FOR YOUNG CHILDREN

3314 Cathedral Avenue, N. W. Washington, D. C.

Copyright 1942

Copies of this Bulletin will be Furnished on Request

Document 8: The National Commission for Young Children, *Children's Centers Vital to Victory* (Washington, D.C.: The National Commission for Young Children, 1942), Alabama Council of Defense (1941-1946), Program Administrative Files, SG 19882, Folder 28, Alabama Department of Archives & History, Montgomery, Alabama, page 6.

BEST COPY AVAILABLE

Lesson 4: The Needs of a Soldier

1. Background Information for Teachers

World War II was a "modern" conflict in its dependence on technological advances of the 20th century. Unlike World War I which saw whole armies bogged down in static trench warfare, World War II put a premium on mobility with ships, jeeps, tanks, and airplanes moving troops from point to point. Each soldier had to carry not only weaponry for battle, but also nearly everything he needed to live on in the field.

2. Learning Objectives

Upon completion of this lesson, students should be able to:

1. Identify some of the materials needed for a soldier's survival in the field.
2. Discuss the differences between essential and nonessential materials.
3. Prioritize articles according to survival needs.

3. Suggested Activity

1. Each student is a supply officer. Ask them to make a list of the items that a soldier will need to survive in the field of battle.
2. Compile a master list as a class from their individual work.
3. Discuss the cost and the transportation of the items. Will the soldier have to carry this equipment? What special needs does the climate demand?
4. Make an overhead projection sheet or a copy for each student of the document describing officer's field equipment.
5. Remind the students that "dismounted" means that the articles are carried by the soldier, "mounted" means that a vehicle is available.
6. Discuss the weight of the items and the necessity of the items. Allow the students to eliminate equipment they consider to be unnecessary.

7. Divide the list and ask the students to research the approximate cost of some of the items in the present. (Flashlight, compass, blanket, field glasses, raincoat, clothing articles.) This should help the students to understand some of the material costs of war.

8. Ask the students why they think that this list was marked "confidential." What could an enemy force discover about our soldiers, if the equipment lists were not confidential? (See Lesson 2, Documents 5 and 6 of the Civil War Unit for a list of the effects on the soldiers killed in the Civil War.)

Documents

Document 1: "Officer's and Warrant Officer's Field Equipment." ADAH Public Information Subject File - Alabamians at War, SG 17126, Folder 19, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww2/lesson4/doc01p1.html

Document 2: "Officer's and Warrant Officer's Clothing and Equipment." ADAH Public Information Subject File - Alabamians at War, SG 17126, Folder 19, Alabama Department of Archives & History, Montgomery, Alabama. Attached and at http://www.archives.state.al.us/teacher/ww2/lesson4/doc02p1.html

Lesson 4: Document 1

Officer's and Warrant Officer's field equipment (other than clothing worn on person)

ARTICLE	DISMOUNTED	MOUNTED ON VEHICLE
Bags, canvas, field	Attached to suspenders, carried on back, or on right side slung by strap passing over left shoulder.	Attached to suspenders, carried on back, or slu by strap passing over left shoulder, or stowed in vehicle.
Basin, canvas, folding	In bedding roll	In bedding roll.
Belt, pistol or revoler	Worn 2	Worn 2
Blanket, roll	----------	In/on vehicle (when bedding roll is not authorized).
Blanket, wool	In bedding roll	In bedding roll or in blanket roll.
Book, blank, memorandum	In shirt pocket	In shirt pocket.
Boots or shoes	In bedding roll	In bedding roll.
Breeches (or trousers)	In bedding roll	In bedding roll.
Bucket, canvas, folding	In bedding roll	In bedding roll.
Canteen, cup and cover	On belt, right rear	On belt, right rear.
Cap, field	Worn, or in bag, canvas, field	Worn, or in bag, canvas, field.
Case, dispatch	On right side, slung by a strap passing over left shoulder.	On right side, slung by a strap passing over left shoulder.
Compass, lensatic or prismatic.	Right front of belt	Right front of belt.
Compass, watch	In pocket	In pocket.
Flashlight	In bag, canvas, field	In bag, canvas, field.
Glasses, field	On right rear slung by strap passing over left shoulder.	On right rear slung by strap passing over left shoulder.

Document 1: "Officer's and Warrant Officer's Field Equipment," ADAH Public Information Subject File - Alabamians at War, SG 17126, Folder 19, Alabama Department of Archives & History, Montgomery, Alabama, page 1.

BEST COPY AVAILABLE

Lesson 4: Document 1 (p. 2)

Gloves, any type	Worn; in bag, canvas, field; or in bedding roll.	Worn; in bag, canvas, field; or in bedding roll.
Goggles	Worn, on helmet, or in right shirt pocket.	Worn, on helmet, or in right shirt pocket.
Handkerchief	In bag, canvas, field, and in bedding roll.	In bag, canvas, field, and in bedding roll.
Hat, service	Attached to bag, canvas, field.	Attached to bag, canvas, field.
Helmet, steel	Attached to bag, canvas, field.	Attached to bag, canvas, field.
Holster, pistol	On belt, opposite right hip	On belt, opposite right hip.
Housewife	In bedding roll	In bedding roll.
Kit, mess, complete	In bag, canvas, field	In bag, canvas, field.
Laces, extra, any type	In bag, canvas, field	In bag, canvas, field.
Leggins	In bedding roll	In bedding roll.
Locker, trunk	On cargo vehicle	On cargo vehicle.
Mask, gas, service	Under left arm, slung by strap passing over right shoulder.	Under left arm, slung by strap passing over right shoulder.
Message book	In shirt pocket	In shirt pocket.
Ointment, protective	In bag, canvas, field	In bag, canvas, field.
Overcoat, long or short	On bag, canvas, field	On bag, canvas, field.
Pocket, magazine, web, double.	Left front of belt	Left front of belt.
Pouch, first-aid, with packet	On belt, left rear	On belt, left rear.
Raincoat	In bag, canvas, field	In bag, canvas, field.
Rations	In bag, canvas, field	In bag, canvas, field.
Roll, bedding	On cargo vehicle (or on pack animal).	On cargo vehicle.
Shoe, dubbing	In bag, canvas, field	

Document 1: "Officer's and Warrant Officer's Field Equipment," ADAH Public Information Subject File - Alabamians at War, SG 17126, Folder 19, Alabama Department of Archives & History, Montgomery, Alabama, page 2.

BEST COPY AVAILABLE

Lesson 4: Document 1 (p. 3)

(Cond't)

ARTICLE	DISMOUNTED	MOUNTED ON VEHICLE
Set, antidim	In carrier, gas mask	In carrier, gas mask.
Set, toilet	In bag, canvas, field	In bag, canvas, field.
Shirt	In bedding roll	In bedding roll.
Socks, pair	In bedding roll	In bedding roll.
Suspenders, belt	Worn, attached to belt 2	Worn, attached to belt.2
Tag, identification, with tape	Around neck under shirt	Around neck under shirt.
Tent, shelter (2 halves), complete.	In bedding roll	In bedding roll or in blanket roll.
Towel	In bag, canvas, field, or in bedding roll.	In bag, canvas, field, or in bedding roll.
Underclothing	In bedding roll	In bedding roll.
Whistle (chain, hooked to left shoulder loop buttonhole).	Left pocket, shirt or coat.	Left pocket, shirt or coat.

Document 1: "Officer's and Warrant Officer's Field Equipment," ADAH Public Information Subject File - Alabamians at War, SG 17126, Folder 19, Alabama Department of Archives & History, Montgomery, Alabama, page 3.

BEST COPY AVAILABLE

Lesson 4: Document 2

C-O-N-F-I-D-E-N-T-I-A-L

OFFICERS AND W. O. CLOTHING AND EQUIPMENT

For Issue

Bag, canvas, field O. D. M-1936	1 ea.
Belt, pistol M-1936	1 ea.
Blanket, wool O. D. M-1934	2 ea.
Can, meat, M-1932	1 ea.
Canteen, (aluminum, stainless steel or plastic)	1 ea.
Cover, canteen dismounted	1 ea.
Cup M-1910	1 ea.
Fork	1 ea.
Knife	1 ea.
Identification tag 40"	1 ea.
Pin, tent, shelter, wood	10 ea.
Pocket magazine double web	1 ea.
Pocket magazine carbine	1 ea.
Pole, tent, shelter	2 ea.
Pouch, first aid	1 ea.
Pocket, first aid	1 ea.
Roll, bedding, waterproofed	1 ea.
Spoon	1 ea.
Strap, carrying O. D. bag canvas field	1 ea.
Suspenders, belt	1 ea.
Tag, indentification	2 ea.
Tent, shelter half	2 ea.
Leggins, canvas	2 ea.
Helmet, steel complete M-1	1 ea.
Cover, Mattress	1 ea.
Message book, M-105-A	1 ea.
Mask, gas, (diaph or service)	1 ea.

Document 2: "Officer's and Warrant Officer's Clothing and Equipment," ADAH Public Information Subject File - Alabamians at War, SG 17126, Folder 19, Alabama Department of Archives & History, Montgomery, Alabama, page 1.

BEST COPY AVAILABLE

Lesson 4: Document 2 (p. 2)

The following list is to be purchased:

Belt, O's or W. O.	1 ea.
Belt, web, waist	1 ea.
Book, memo, pocket and pencil	1 ea.
*Brush, clothes	1 ea.
*Brush, hair	1 ea.
*Brush, shaving	1 ea.
*Brush, shoe	1 ea.
Brush, tooth	1 ea.
Cap, Garrison, O's, wool O. D.	1 ea.
Cap, Service, O's	1 ea.
Coat, wool, service	1 ea.
Comb	1 ea.
Drawers, wool	3 pr.
Gloves, wool, O. D.	1 pr.
Handerkerchief, cotton, white	6 pr.
Insigna Cap, Off.	1 ea.
Insigna W. O.	1 ea.
Insigna Collar O's	2 pr.
Insigna Collar O's W. S.	2 pr.
Insigna Collar, W. O's.	2 pr.
Insigna, grade	2 ea.
Jacket, field	1 ea.
*Knife, pocket	1 ea.
Laces, shoes, extra	1 ea.
*Locker, trunk	1 ea.
*Mattress	1 ea.
*Mirror, trench	1 ea.
Necktie, cotton, mohair O. D.	1 ea.
*Overcoat, short or long	1 ea.
*Pajamas	2 pr.
*Pen, fountain	1 ea.
*Pillow, feather or cotton	1 ea.

C-O-N-F-I-D-E-N-T-I-A-L

Document 2: "Officer's and Warrant Officer's Clothing and Equipment," ADAH Public Information Subject File - Alabamians at War, SG 17126, Folder 19, Alabama Department of Archives & History, Montgomery, Alabama, page 2.

BEST COPY AVAILABLE

Lesson 4: Document 2 (p. 3)

C-O-N-F-I-D-E-N-T-I-A-L

Page #2 (continued)

*Pillow case	2 ea.
Raincoat	1 ea.
Razor	1 ea.
Shirt, cotton, khaki	1 ea.
Shirt, wool O. D.	2 ea.
Shoes, Army, russet	1 pr.
*Slippers or gym shoes	1 pr.
Soap, hand	1 ea.
Soap, shaving	1 ea.
Socks	6 pr.
Towel, bath	2 ea.
Towel, face	2 ea.
Trousers, cotton, khaki	1 ea.
Trousers, wool	1 pr.
Undershirts, wool	3 ea.
Watch, 7 jewel or better	1 ea.
Drawers, cotton	1 ea.
Undershirts, cotton	1 ea.

* These items are optional, and not required.

Document 2: "Officer's and Warrant Officer's Clothing and Equipment," ADAH Public Information Subject File - Alabamians at War, SG 17126, Folder 19, Alabama Department of Archives & History, Montgomery, Alabama, page 3.

BEST COPY AVAILABLE

Lesson 5: German Prisoners in Alabama

1. Background Information for Teachers

By the late fall of 1942, British prisoner of war camps were filled to capacity with captured Axis soldiers. With the Allied victory in North Africa in November of that year, the United States became the new destination for an increasing number of German and Italian war captives. Most were shipped to the American South and Southwest, where the winter climate was temperate and there were sparsely inhabited areas ideal for camp construction. Alabama was the site for four major P.O.W. camps beginning in 1943, hosting some 17,000 prisoners over the course of World War II. Aliceville, in west Alabama's Pickens County, was the first and the largest of these camps.

2. Learning Objectives

Upon completion of this lesson, students should be able to:

1. Identify the need for additional labor during a war effort.
2. Describe the obligations that Alabamians and Americans had to the safety and well-being of the POWs.
3. Synthesize a writing which would the reflect the experiences of a POW.

3. Suggested Activity

1. Make copies of the newspaper article, photographs of the POWs, the map of Alabama showing the locations of the POW camps in Alabama, and the letter concerning prisoner of war camp security for each student.
2. Ask the students the following questions:
   a. What kinds of work would the POWs perform?
   b. Why was the POW labor important to Alabama?
   c. What kinds of requirements did the employers of the POWs have to fulfill?

d. Look at the map of Alabama showing the locations of the camps. Why do you think these locations were chosen for the POW camps?

e. What was the purpose in designing a plan concerning POW break outs?

f. Why would it be important for the commandant of the POW camp to know about air raid drills?

3. Writing assignment:

You are a German prisoner of war. You have been placed in a camp in Alabama in America. Write a letter home telling your family what your life is like in the camp. Be sure to tell them about the weather, the food and your assigned work. Describe and name your camp. The camp you chose to be in may determine the type of work you will perform. (Give each student a copy of a photograph and allow him/her to write his/her letter using the photograph. The student may want to write a caption or message on the photograph.)

Documents

Document 1: "WMC Approves Five More War Prisoner Camps for Alabama." *The Birmingham News,* 19 December 1943. ADAH Public Information Subject File - General Files, SG 6993, Folder 1654, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww2/lesson5/doc01p1.html

Document 2: Photographs from the *Aliceville Prisoner of War Camp Photograph Album and Scrapbook,* LPP7, Container 1, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww2/lesson5/doc02p1.html

Document 3: Map of Major World War II POW Camps in Alabama. Education Section, Alabama Department of Archives and History, Montgomery, Alabama. Attached and at http://www.archives.state.al.us/teacher/ww2/lesson5/doc03.html

Document 4: Lt. Joseph E. Vincent, Aliceville, Alabama, to Carl Griffin, Montgomery, Alabama, 18 October 1943. Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19845, Folder 19, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww2/lesson5/doc04p1.html

WMC Approves Five More War Prisoner Camps For Alabama

Captives Will Be Used As Labor In Agricultural And Pulpwood Industries

ATLANTA, Ga.—Five additional auxiliary camps for prisoners of war, who will be used in pulpwood and agricultural work, have been approved for Alabama, according to an announcement by Regional Director D. B. Lasseter, of the War Manpower Commission.

Alabama presently has two permanent camps for prisoners at Anniston and Aliceville and one auxiliary at Chatom. The new camps will be at Chapman, Dothan, Eufaula, Evergreen and Linden.

Establishment of the new camps in Alabama is part of a broad program for the use of prisoners of war in the Southeast. The prisoners, however, cannot be used except in cases where other labor is not available and cannot be recruited within a reasonable length of time.

Employers, according to Mr. Lasseter, must place orders for workers with their local U. S. Employment Service office which must be allowed an opportunity to obtain other labor before certifying the need for war prisoners. The WMC also said employers must then meet three conditions: Working conditions must be equivalent to civilian labor; there must be no discriminatory specifications; and wage rates must be equal to the prevailing local rates for that work. The prisoners are paid 80 cents a day and the remainder goes to the U. S. Treasury.

Beside the Alabama permanent prisoner of war camps others are located at Augusta, Macon and Columbus, Ga.; Jackson and Como, Miss.; Clarksville, Crossville and Tullahoma, Tenn.

Auxiliary camps of 250 prisoners or more are at Albany, Bainbridge, Dublin and Hampton, S. C., and Picayune, Miss. All these camps were set up for pulpwood activities, except Picayune, which is engaged in naval stores.

Additional camps to those in Alabama will be established at Bloomingdale, McRae and Swainsboro, Ga.; Conway, Johnston, Saluda,

Document 1: "WMC Approves Five More War Prisoner Camps for Alabama," *The Birmingham News*, 19 December 1943, ADAH Public Information Subject File - General Files, SG 6993, Folder 1654, Alabama Department of Archives & History, Montgomery, Alabama, page 1.

BEST COPY AVAILABLE

Lesson 5: Document 1 (p. 2)

Walterboro, S. C.; Cottondale, Live Oak, Tallahassee, Telogia, Wewahitchka, Worthington Springs and Clewiston, Fla.

The WMC said that all these with the exception of Clewiston would have a capacity of 250 men and are requested for labor in pulpwood and emergency agriculture activities. The commission is requesting 2,000 men for the Clewiston camp for harvesting sugar cane.

The program has been planned by WMC in cooperation with the Fourth Army Service Command.

Document 1: "WMC Approves Five More War Prisoner Camps for Alabama," *The Birmingham News*, 19 December 1943, ADAH Public Information Subject File - General Files, SG 6993, Folder 1654, Alabama Department of Archives & History, Montgomery, Alabama, page 2.

BEST COPY AVAILABLE

Lesson 5: Document 2

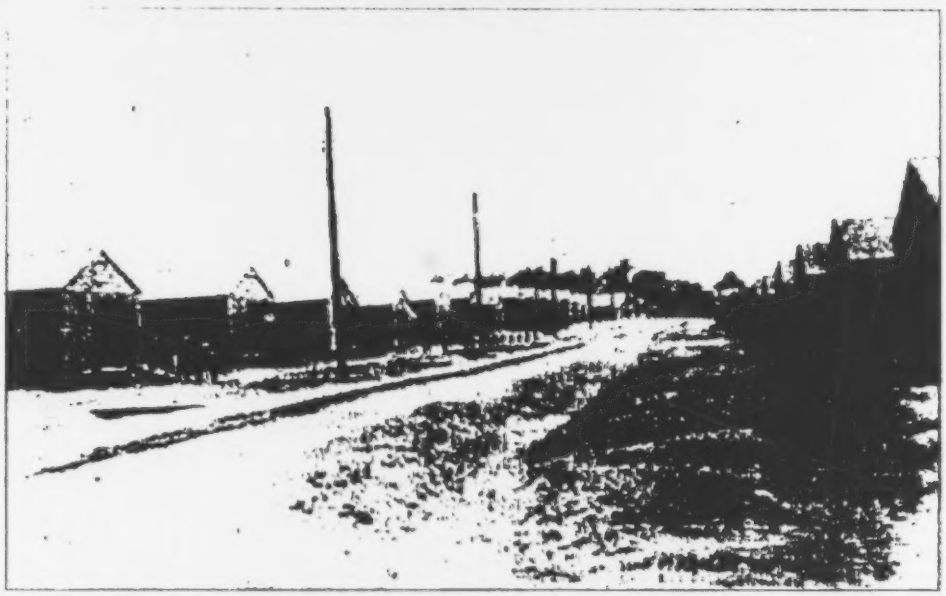
Guard Tower

Document 2: Photograph 17, *Aliceville Prisoner of War Camp Photograph Album and Scrapbook,* LPP7, Container 1, Folder 1, Alabama Department of Archives & History, Montgomery, Alabama, page 1.

BEST COPY AVAILABLE

Lesson 5: Document 2 (p. 2)

Barracks



Document 2: Photograph 20, *Aliceville Prisoner of War Camp Photograph Album and Scrapbook*, LPP7, Container 1, Folder 1, Alabama Department of Archives & History, Montgomery, Alabama, page 2.

BEST COPY AVAILABLE

Lesson 5: Document 2 (p. 3)

PN 7758

Document 2: Photograph 45, *Aliceville Prisoner of War Camp Photograph Album and Scrapbook,* LPP7, Container 1, Folder 2, Alabama Department of Archives & History, Montgomery, Alabama, page 3.

Lesson 5: Document 2 (p. 4)

Document 2: Photograph 49, *Aliceville Prisoner of War Camp Photograph Album and Scrapbook,* LPP7, Container 1, Folder 2, Alabama Department of Archives & History, Montgomery, Alabama, page 4.

Lesson 5: Document 2 (p. 5)

Prisoners

Document 2: Photograph 50, *Aliceville Prisoner of War Camp Photograph Album and Scrapbook*, LPP7, Container 1, Folder 2, Alabama Department of Archives & History, Montgomery, Alabama, page 5.

Lesson 5: Document 2 (p. 6)

Prisoners

Document 2: Photograph 53, *Aliceville Prisoner of War Camp Photograph Album and Scrapbook,* LPP7, Container 1, Folder 2, Alabama Department of Archives & History, Montgomery, Alabama, page 6.

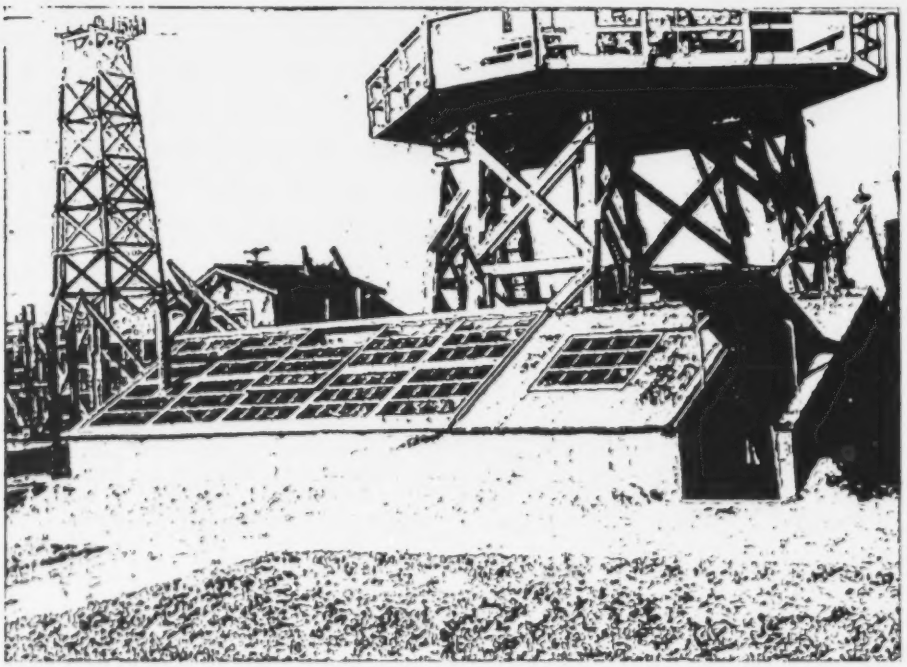
Lesson 5: Document 2 (p. 7)

Prisoners

Document 2: Photograph 59, *Aliceville Prisoner of War Camp Photograph Album and Scrapbook,* LPP7, Container 1, Folder 2, Alabama Department of Archives & History, Montgomery, Alabama, page 7.

Lesson 5: Document 2 (p. 8)

Greenhouse



Document 2: Photograph 140, *Aliceville Prisoner of War Camp Photograph Album and Scrapbook,* LPP7, Container 1, Folder 5, Alabama Department of Archives & History, Montgomery, Alabama, page 8.

Lesson 5: Document 2 (p. 9)

Greenhouse

Document 2: Photograph 146, *Aliceville Prisoner of War Camp Photograph Album and Scrapbook,* LPP7, Container 1, Folder 5, Alabama Department of Archives & History, Montgomery, Alabama, page 9.

Lesson 5: Document 3

Document 3: Map of Major World War II POW Camps in Alabama, Education Section, Alabama Department of Archives and History, Montgomery, Alabama.

BEST COPY AVAILABLE

Lesson 5: Document 4

HEADQUARTERS
PRISONER OF WAR CAMP
Office of the Intelligence Officer
Aliceville, Alabama

18 October 1943

Mr. Carl Griffin
Executive Secretary
Alabama State Defense Council
P. O. Box #196
Montgomery, 1, Alabama

Dear Mr. Griffin:

Your letter of October 16th has been received, and I wish to thank you for your offer of assistance.

There were two purposes in my mind in contacting the Civilian Defense Council; first, in connection with blackouts and air raids, and second, with prisoner of war breaks.

Not being able to locate any civilian defense organization in this part of the state from any of the local sheriffs or other law-enforcement agencies, I contacted the Mississippi organization in Columbus and arranged to receive air raid warning signals from them. However, since being informed by the regional office that we do have our own civilian defense here, I have contacted Mr. R. J. Kirksey, our county chairman, and Mr. Meeks, our local commander, and as soon as our camp regulations can be republished, we will arrange to have the warning received through them.

In this connection, however, it is to be noted that prisoner of war camps are not allowed to participate in practice blackouts.

In case of a prisoner break, my plan, in brief, is as follows:

a. A cordon of Military Police will be established around the camp on roads totaling approximately six miles in length, which cordon should be able to prevent the escape, if the prisoner is on foot.

b. Local railroad agents will be notified in case a prisoner has stolen a ride on a train.

Document 4: Lt. Joseph E. Vincent, Aliceville, Alabama, to Carl Griffin, Montgomery, Alabama, 18 October 1943, Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19845, Folder 19, Alabama Department of Archives & History, Montgomery, Alabama, page 1.

BEST COPY AVAILABLE

Lesson 5: Document 4 (p. 2)

c. Road blocks will be established on the principal roads radiating from Aliceville. A description of these road blocks and the methods for putting them in are shown on the enclosed sheets.

The establishment of road blocks, by use of civilian police and sheriffs, is very difficult in many of the smaller towns and crossroads, as many do not have full-time police, deputy sheriffs, or marshals and some do not have any law-enforcement officers at all. It is in this connection that I wanted your help.

As an example, Pickensville, Pickens County, has no marshal nor police officer, whatsoever. The State Highway Patrol seldom, if ever, goes through there. The only telephone there is in the town is in the "Frisco" Depot, one-quarter of a mile away, and the agent, Mr. Newton, has agreed to go to the crossroads and establish a road block for us with the help of the mill workers residing there. None of the men there, however, have weapons other than shot-guns, and they can get no shells for them.

Also, in that particular county the sheriff does not wish to deputize such persons as it would increase his bond. For that reason, I have been hoping that it would be possible to get such persons into your organization, which would give them a little more prestige than being a mere civilian, with no authority, and even perhaps assist them in buying shells.

I have encountered a similar difficulty at Cochrane. No telephone exists there at all, but I have located one of your wardens, a Mr. J. W. Lee, at Dancy, six miles to the south, who believes that he can get up there and establish a road block in time.

In addition to the principal roads that I have mentioned in the enclosed papers, on which I am planning to establish road blocks, there are approximately two dozen small country roads around the circumference of the circle which eventually lead to paved highways, and by which a prisoner could evade our road blocks, if he were able to familiarize himself with a road map or to get possible help.

Information is requested as to whether the Alabama State Defense Council, or any of your wardens, could assist us in the problems outlined above.

Document 4: Lt. Joseph E. Vincent, Aliceville, Alabama, to Carl Griffin, Montgomery, Alabama, 18 October 1943, Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19845, Folder 19, Alabama Department of Archives & History, Montgomery, Alabama, page 2.

BEST COPY AVAILABLE

Lesson 5: Document 4 (p. 3)

Copies of instructions and information sheets, which have been sent out to police officers cooperating with us, are enclosed for your information.

Sincerely yours,

JOSEPH E. VINCENT
1st Lt., MI
Post Intelligence Officer

JEV/epk
Enc.

Document 4: Lt. Joseph E. Vincent, Aliceville, Alabama, to Carl Griffin, Montgomery, Alabama, 18 October 1943, Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19845, Folder 19, Alabama Department of Archives & History, Montgomery, Alabama, page 3.

BEST COPY AVAILABLE

Lesson 5: Document 4 (p. 4)

INSTRUCTIONS TO POLICE AND CIVILIAN DEFENSE OFFICERS COOPERATING IN THE ALICEVILLE PRISONER OF WAR ROAD BLOCK.

1. In the event of the escape of a prisoner of war from Prisoner of War Camp, Aliceville, Alabama, a cordon of Military Police will be set up on the roads surrounding the camp in an attempt to block the escape of the prisoner if he is on foot.

2. Agents of both railroads going through Aliceville will be immediately notified so that the prisoner may be apprehended if he attempts to leave by train.

3. By mutual agreement with the persons concerned, primary road blocks will be set up by the local law-enforcement or civilian defense officers at Cochrane, Pickensville, Carrollton, and Clinton. If these road blocks are set up within ten minutes after the escape, it is probable that a prisoner with a stolen vehicle going as fast as 60 miles per hour could be apprehended.

4. By mutual agreement with persons concerned, secondary road blocks will be established by local law-enforcement or civilian defense officers on Highway 69 out of Columbus, Reform, Eutaw, Gainesville, Geiger, Scooba, and Macon. If the escape is made by the use of a stolen vehicle travelling at 60 miles an hour, it is probable that the prisoner could be stopped by the secondary road blocks if they are established within one half hour.

5. Road blocks beyond this point and the notification of all other police agencies (other than those cooperating in the road blocks) will be handled by the FBI.

6. Road blocks will be supervised and checked frequently by the Post Intelligence Officer, Prisoner of War Camp, Aliceville, and as soon as possible, the cooperating civilian police and civilian defense officers will be replaced by Military Policemen.

7. Information concerning road blocks is given on reverse side.

8. In the event of the capture of the escaped prisoner, the apprehending officer or Military Policeman will immediately notify one of the following by telephone, requesting the operator to reverse the charges:

Commanding Officer, Prisoner of War Camp, Aliceville Phone: 2291 or 2191.
Special Agent in Charge, FBI Field Office, Birmingham, Alabama. Phone: 4-1877

or any other Aliceville Prisoner of War Camp officer or non-commissioned officer or any FBI Agent.

9. For further information, phone the Post Intelligence Officer, Aliceville Prisoner of War Camp, 2291, extension 23.

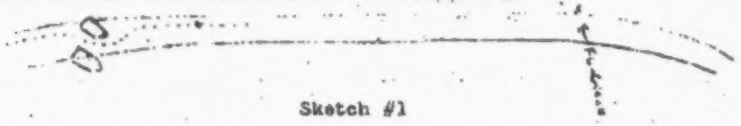
Document 4: Lt. Joseph E. Vincent, Aliceville, Alabama, to Carl Griffin, Montgomery, Alabama, 18 October 1943, Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19845, Folder 19, Alabama Department of Archives & History, Montgomery, Alabama, page 4.

BEST COPY AVAILABLE

Lesson 5: Document 4 (p. 5)

ROAD BLOCKS

There are several effective methods of road blocks. Probably the best is that known as a two-car block. In this method two cars are placed diagonally on a road in such a way that cars approaching from either direction must slow down almost to a dead stop, turn at right angles and pass between the two blocked cars. See sketch #1.



Sketch #1

In this method it is usually best to park the vehicles with the engines in the direction of the expected approach for two reasons.

1. If the vehicle is hit the end with the engine being the heavier end, will prevent the car from turning over.

2. The cars are in a position to pursue the approaching car, if the approaching car discovers the road block and tries to turn and get away.

If the direction of approach is not known, one car may be turned each way.

On extremely narrow roads it may be desirable to use only one vehicle.

Another type of road block is the chain, or rope, road block. In this method one end of a rope or chain is fastened to one side of the road at a height a little below that of a top of the hood of a car, and a quick fastening device placed on the other. The rope or chain is left lying on the road until it is needed, in which case it is drawn tight and snapped. This method is not effective unless the fastening device is easily and quickly operated.

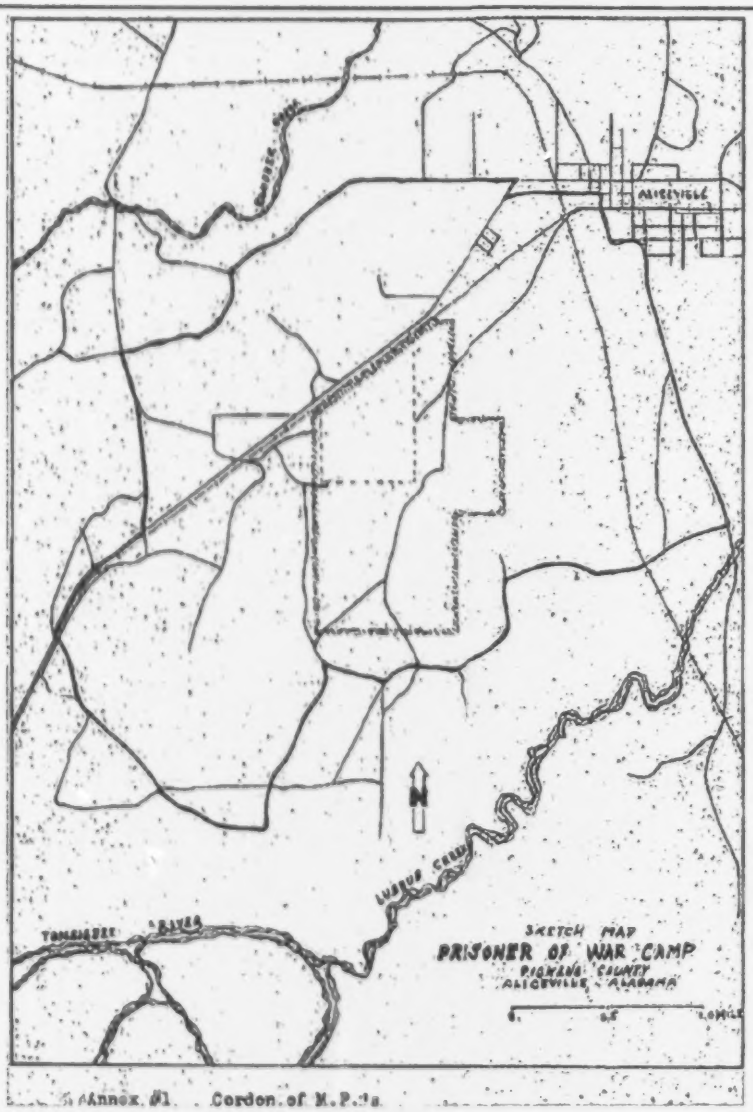
Still a third method is by the use of wooden fences or other temporary wooden road blocks, and is the least effective of all methods as wooden blocks are easily broken by approaching vehicles.

In placing road blocks it is best to place them behind a crest of a hill or behind a curve so that approaching vehicles cannot see the block and turn and flee and yet at the same time must be far enough away from the curve or crest so as not to endanger other vehicles that may be approaching at a higher rate of speed. In using all road blocks it is desirable, if additional help is available, to post flagmen at such a place that they can slow down vehicles approaching the road block.

Document 4: Lt. Joseph E. Vincent, Aliceville, Alabama, to Carl Griffin, Montgomery, Alabama, 18 October 1943, Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19845, Folder 19, Alabama Department of Archives & History, Montgomery, Alabama, page 5.

BEST COPY AVAILABLE

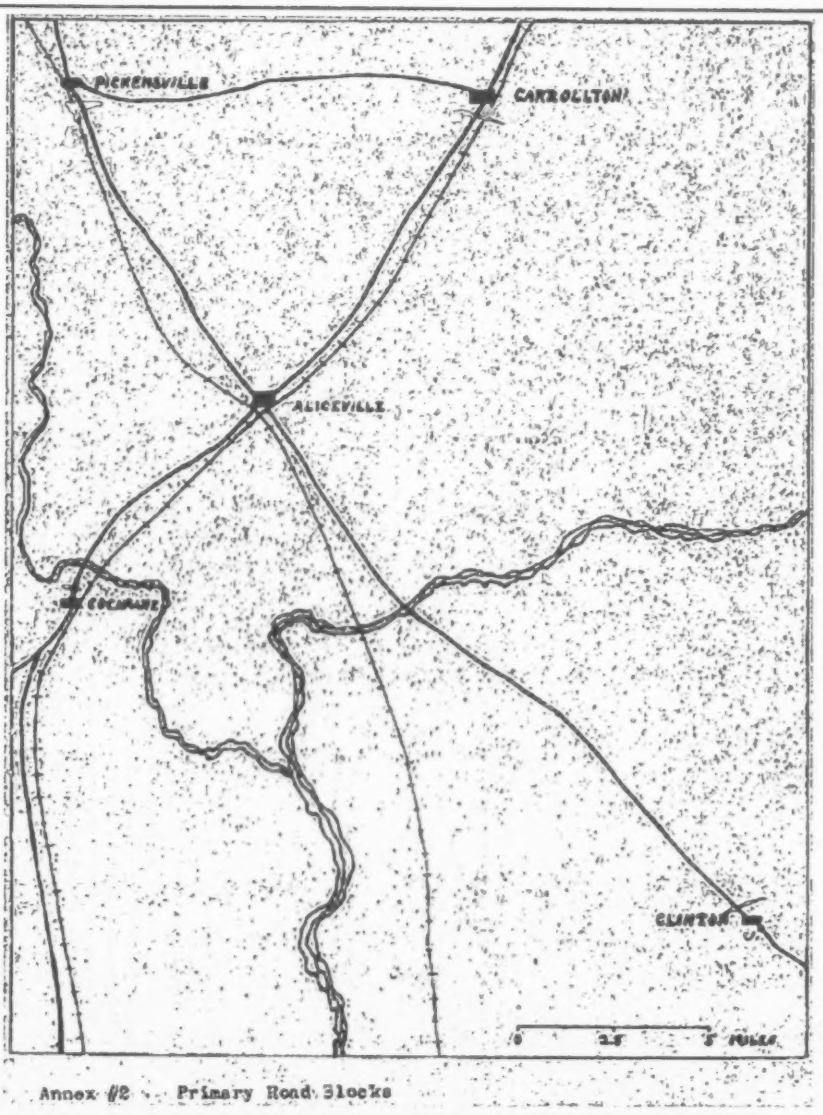
Lesson 5: Document 4 (p. 6)



Document 4: Lt. Joseph E. Vincent, Aliceville, Alabama, to Carl Griffin, Montgomery, Alabama, 18 October 1943, Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19845, Folder 19, Alabama Department of Archives & History, Montgomery, Alabama, page 6.

BEST COPY AVAILABLE

Lesson 5: Document 4 (p. 7)

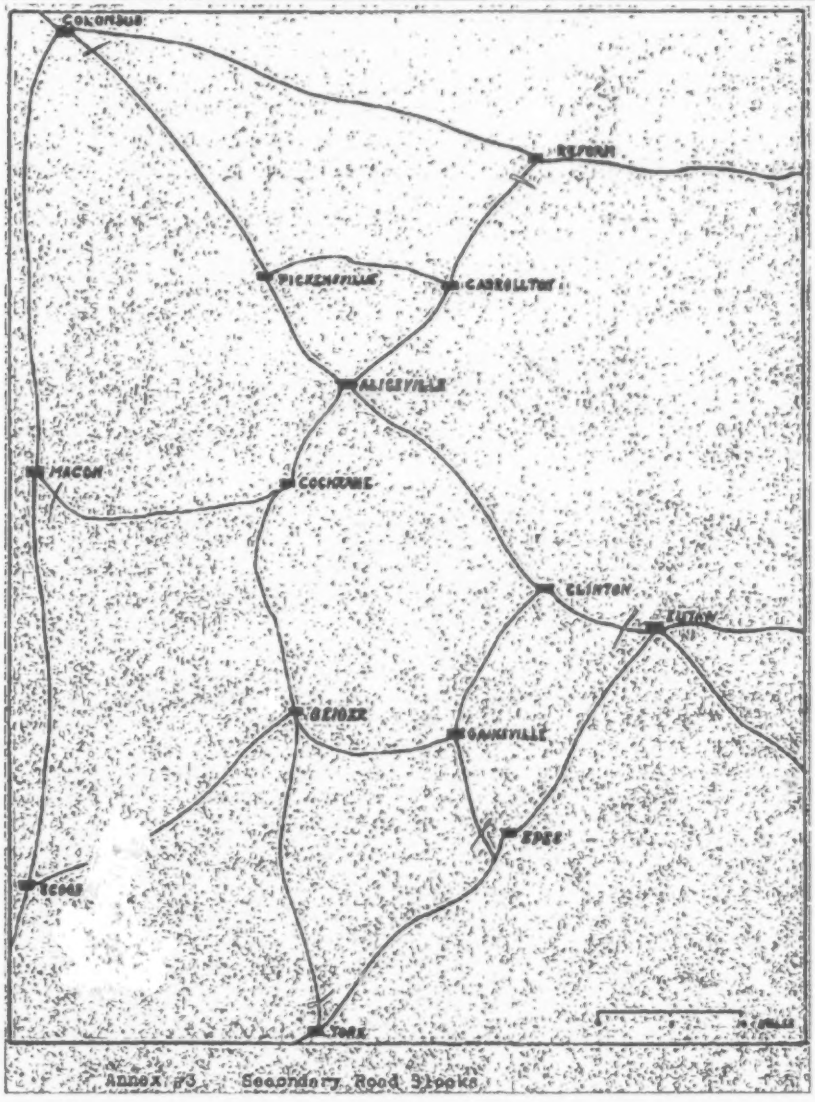


Annex #2 - Primary Road Blocks

Document 4: Lt. Joseph E. Vincent, Aliceville, Alabama, to Carl Griffin, Montgomery, Alabama, 18 October 1943, Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19845, Folder 19, Alabama Department of Archives & History, Montgomery, Alabama, page 7.

BEST COPY AVAILABLE

Lesson 5: Document 4 (p. 8)



Document 4: Lt. Joseph E. Vincent, Aliceville, Alabama, to Carl Griffin, Montgomery, Alabama, 18 October 1943, Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19845, Folder 19, Alabama Department of Archives & History, Montgomery, Alabama, page 8.

BEST COPY AVAILABLE

Lesson 6: The Home Front - "Use It Up, Wear It Out, Make It Do Or Do Without!"

1. Background Information for Teachers

Victory in World War II ultimately depended on outlasting the enemy. Learning from the lessons of the First World War, the U.S. government undertook unprecedented steps on the home front to boost morale, increase food and industrial production, and allocate resources efficiently. Government-directed advertising campaigns urged Americans to grow their own food, ration necessities, and recycle resources, all in the attempt to continue supplying the armed forces in the field and work force at home.

2. Learning Objectives

Upon completion of this lesson, students should be able to:

1. Define and identify propaganda.
2. Analyze the multiple sides of an issue (problem resolution skills).
3. Discuss the importance of recycling and rationing during World War II.

3. Suggested Activity

1. Make a copy of the documents concerning victory gardens, conservation of meat and the paper recycling photograph.
2. Ask the students the following questions:
   a. Why was it important to plant victory gardens? Where were some of the locations of the victory gardens?
   b. How was this idea of home production of food beneficial to the entire war effort? Look at the ads concerning victory gardens. Could these be considered "propaganda?"
   c. What kinds of skills could be learned by young Americans by keeping the records of a home garden?

d. Why was the conservation of meat important to the war effort? How could the animal products be used besides as meat?

e. What were some other products that were recycled in this time period besides paper?

Suggested Activity for Younger Students

1. Create a poster to encourage people to:

   a. plant a "victory" garden

   b. can or preserve food to support the war effort

2. Draw a plan of your "victory" garden. What kinds of vegetables would you choose to plant? How large would your garden be? How many rows of each type of vegetable would you plant?

3. Draw an advertisement to encourage people your age to plant a victory garden or to recycle rubber or paper.

4. Create a slogan to encourage people to plant a victory garden or to recycle.

Documents

Document 1: National Victory Garden Institute. *Green Thumb Contest Record Book.* n.p., 1944. Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19860, Folder 8, Alabama Department of Archives & History, Montgomery, Alabama. Attached or on the web at http://www.archives.state.al.us/teacher/ww2/lesson6/doc01p1.html

Document 2: Metro Newspaper Service. "1945 Victory Garden." February 1945. Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19856, Folder 23, Alabama Dept. of Archives & History, Montgomery, Al. Attached or at http://www.archives.state.al.us/teacher/ww2/lesson6/doc02p1.html

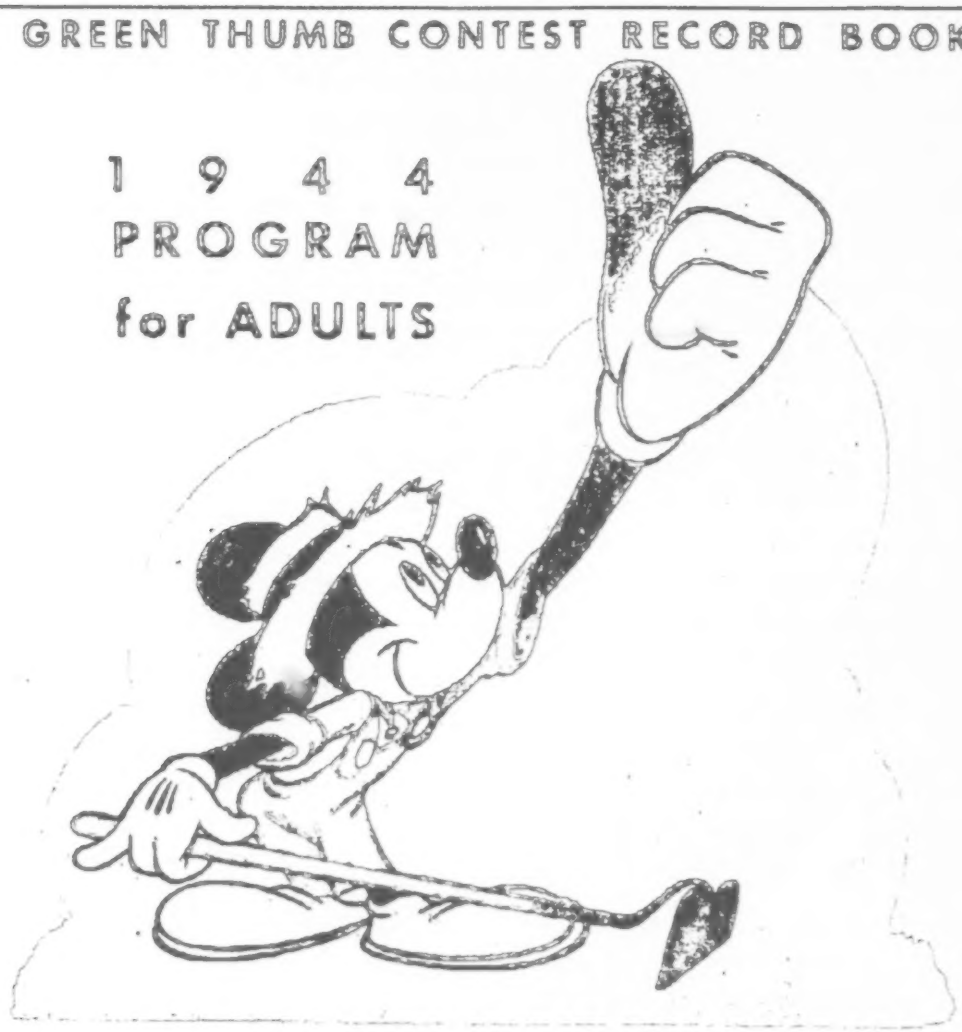
Document 3: Metro Newspaper Service. "Your 1945 Victory Garden Ads." Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19856, Folder 23, Alabama Dept of Archives & History, Montgomery, Al. Attached or at http://www.archives.state.al.us/teacher/ww2/lesson6/doc03p1.html

Document 4: Department of Agriculture, Bureau of Human Nutrition and Home Economics. *99 Ways to Share the Meat.* [Washington, D.C.]: U.S. Government Printing Office, 1943. Alabama State Council of Defense (1941-1946), Program

Administrative Files, SG 19854, Folder 36, Alabama Department of Archives & History, Montgomery, Alabama. Attached or on the web at http://www.archives.state.al.us/teacher/ww2/lesson6/doc04p1.html

Document 5: G. W. Landrum. Photograph (PN 15935). 1945. Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19860, Folder 17, Alabama Department of Archives & History, Montgomery, Alabama. Attached or at http://www.archives.state.al.us/teacher/ww2/lesson6/doc05.html

Lesson 6: Document 1



Document 1: National Victory Garden Institute, *Green Thumb Contest Record Book* (n.p., 1944), Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19860, Folder 8, Alabama Department of Archives & History, Montgomery, Alabama, page 1.

BEST COPY AVAILABLE

Lesson 6: Document 1 (p. 2)

ELIGIBILITY RULES FOR NATIONAL AWARDS

1. To qualify, each contestant must enter a completed Green Thumb Record Book with the Victory Garden Chairman or local sponsors, not later than October 1, 1944.
2. In states conducting state wide contests local group contest chairmen may enter first prize winning Green Thumb Record Book in the state contest in accordance with the state contest rules.
3. Each state first prize winner is eligible for the grand national award, and the state contest chairmen should submit their entry to the National Victory Garden Institute, General Field Office, 188 West Randolph Street, Chicago 1, Illinois, not later than November 1, 1944.
4. The Green Thumb blue ribbon award for community and company garden first prize winners, will be sent to community and company garden chairmen upon the receipt of the winning Record Book at the General Field Office. The ribbons are to be presented to winners by local chairman.
5. All Record Books should be judged on the following basis:

Judges' Score Card	*Perfect Score*	*Contestant's Score*
(1) Neatness and Originality	15	
(2) Planting arrangement	15	
(3) Choice of Crops and Varieties	15	
(4) Yields (quantity and quality)	25	
(5) Use made of Crops	30	

6. Green Thumb Record Books entered in the National Contest become the property of the contest officials, but will be returned to the contestant on request.

Document 1: National Victory Garden Institute, *Green Thumb Contest Record Book* (n.p., 1944), Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19860, Folder 8, Alabama Department of Archives & History, Montgomery, Alabama, page 2.

BEST COPY AVAILABLE

Lesson 6: Document 2

Document 2: Metro Newspaper Service, "1945 Victory Garden," February 1945, Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19856, Folder 23, Alabama Department of Archives & History, Montgomery, Alabama, page 1.

BEST COPY AVAILABLE

Lesson 6: Document 2 (p. 2)

Document 2: Metro Newspaper Service, "1945 Victory Garden," February 1945, Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19856, Folder 23, Alabama Department of Archives & History, Montgomery, Alabama, page 2.

BEST COPY AVAILABLE

Lesson 6: Document 3

"THAT'S WHAT FARMERS CALL A 'CASH CROP'".

Farmers do raise "cash crops" -- crops which bring a cash return. No real spending money on the bushes, to be sure. But many a Victory Gardener, calculating how much money his garden has saved him in a season, is quite ready to call ALL his crops "cash crops."

Sponsor

"DAD'S GOING TO MAKE HIS VICTORY GARDEN ADMIRERS COMFORTABLE THIS YEAR!"

There isn't anything much more gratifying to a man than the admiration he draws for a neat, productive garden. And there are going to be more proud Victory Gardeners this year than ever before.

Sponsor

Document 3: Metro Newspaper Service, "Your 1945 Victory Garden Ads," Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19856, Folder 23, Alabama Department of Archives & History, Montgomery, Alabama, page 1.

BEST COPY AVAILABLE

Lesson 6: Document 3 (p. 2)

"WAIT BABY! THEY'LL TASTE EVEN BETTER WHEN THAT VICTORY GARDEN SOIL IS WASHED OFF!"

Baby caught on quick — nothing quite like the taste of Victory Garden vegetables. Maybe it's because they're so fresh, but we think it's because we grow them ourselves.

Sponsor

"NO, HONEY — DADDY'S FLAME THROWER, ISN'T NECESSARY. THIS SPRAY WILL KILL THE BUGS."

Even after a couple years of Victory Garden experience, some of us get pretty excited when the insect armies appear. The thing is to have the right ammunition on hand to catch the first patrols before a heavy attack gets started. Nothing sadder than a garden with that bombed-out look.

Sponsor

Document 3: Metro Newspaper Service, "Your 1945 Victory Garden Ads," Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19856, Folder 23, Alabama Department of Archives & History, Montgomery, Alabama, page 2.

BEST COPY AVAILABLE

Lesson 6: Document 3 (p. 3)

"SURE, I'M HUSKIER!

MY DAD HAS A

VICTORY GARDEN!"

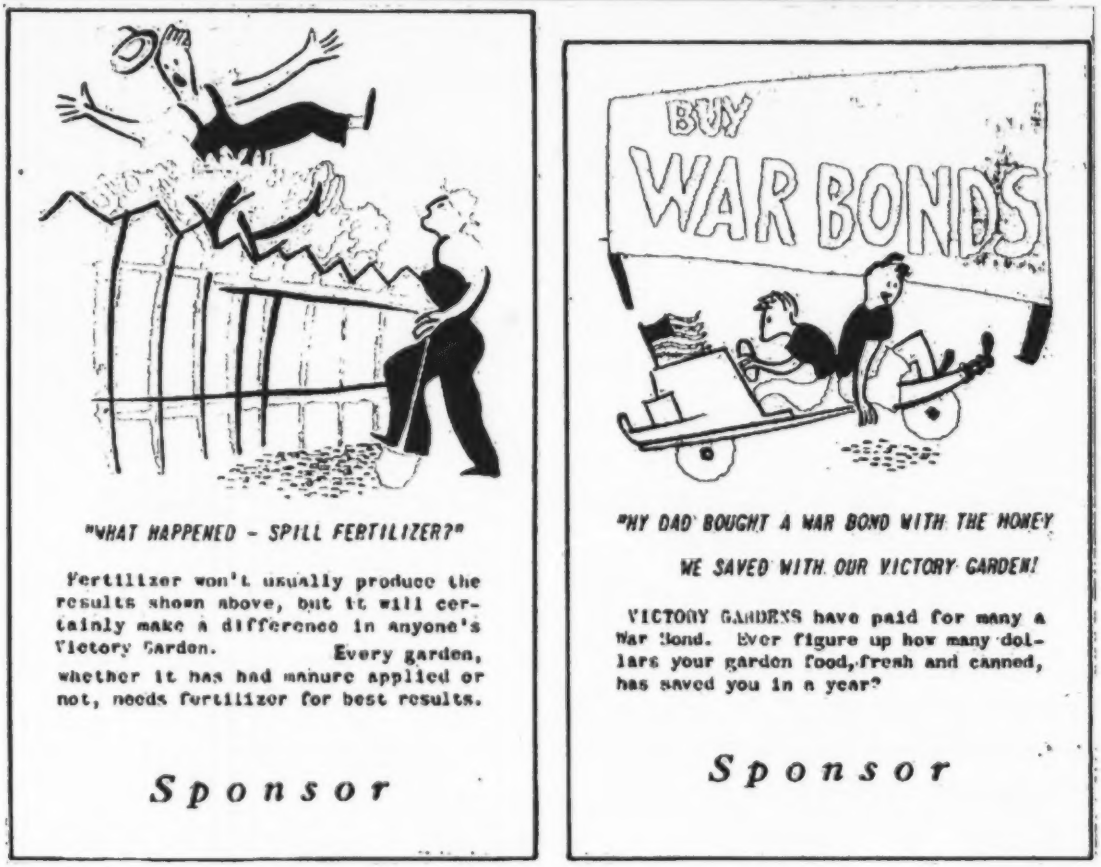
He's a smart kid, as well as a strong one. He understands that the extra-fresh, extra-good vegetables his dad gets from his Victory Garden are giving him a better than average start in life.

Sponsor

Document 3: Metro Newspaper Service, "Your 1945 Victory Garden Ads," Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19856, Folder 23, Alabama Department of Archives & History, Montgomery, Alabama, page 3.

BEST COPY AVAILABLE

Lesson 6: Document 3 (p. 4)



"WHAT HAPPENED - SPILL FERTILIZER?"

Fertilizer won't usually produce the results shown above, but it will certainly make a difference in anyone's Victory Garden. Every garden, whether it has had manure applied or not, needs fertilizer for best results.

Sponsor

"MY DAD BOUGHT A WAR BOND WITH THE MONEY WE SAVED WITH OUR VICTORY GARDEN!

VICTORY GARDENS have paid for many a War Bond. Ever figure up how many dollars your garden food, fresh and canned, has saved you in a year?

Sponsor

Document 3: Metro Newspaper Service, "Your 1945 Victory Garden Ads," Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19856, Folder 23, Alabama Department of Archives & History, Montgomery, Alabama, page 4.

BEST COPY AVAILABLE

Lesson 6: Document 3 (p. 5)

"POP SURE HAS GOT WHAT TEACHER CALLS CIVIC PRIDE!"

Seems that thousands of Victory Gardeners have found themselves taking a new interest in the appearance of their yards, their neighborhoods, and their towns. Fine thing, we say, and a revival of good old American neighborhood spirit.

Sponsor

"NO, SONNY, THIS ISN'T A WEED LIKE IN YOUR DAD'S VICTORY GARDEN – IT'S A TREE."

Fewer people each year let the weeds black-out their Victory Gardens. Some of us still get a little careless or lazy, though, when the warm weather comes. Sure is a mistake to let the weeds get ahead when you think of the wasted food, time and work.

Sponsor

Document 3: Metro Newspaper Service, "Your 1945 Victory Garden Ads," Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19856, Folder 23, Alabama Department of Archives & History, Montgomery, Alabama, page 5.

BEST COPY AVAILABLE

Lesson 6: Document 3 (p. 6)

"BOY, DOESN'T THIS VICTORY GARDEN AIR MAKE A FELLOW RELAX!"

A lot of people have succeeded in licking home front "combat fatigue" right in their Victory Gardens. Nothing quite so soothing as a couple of hours working in the good old earth, associating with easy-going Mother Nature.

Sponsor

Document 3: Metro Newspaper Service, "Your 1945 Victory Garden Ads," Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19856, Folder 23, Alabama Department of Archives & History, Montgomery, Alabama, page 6.

BEST COPY AVAILABLE

Lesson 6: Document 4

Point rationing is a new way and a fair way to share our food supply.

Under point rationing every civilian in the United States—man, woman, child—has a chance to buy an equal share of meat.

As meat shoppers we are free to buy at any store. We are free also to use our meat ration coupons for whatever kind and cut the market affords.

SUPPLIES LARGE—DEMAND LARGER

Any way you figure it there isn't enough meat to satisfy all appetites during wartime. Not that supplies are less than in peace years. Our meat production now is greater than at any time in history. Working day and night, American farmers, ranchers, packers, processors, are pushing meat production goals higher. It takes time, though, to produce meat . . . longer to "build" a good beef steer than to build a destroyer.

Document 4: Department of Agriculture, Bureau of Human Nutrition and Home Economics, *99 Ways to Share the Meat* ([Washington, D.C.]: U.S. Government Printing Office, 1943), Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19854, Folder 36, Alabama Department of Archives & History, Montgomery, Alabama, page 1.

BEST COPY AVAILABLE

Lesson 6: Document 4 (p. 2)

Men in the fighting forces naturally have first call on our meat supplies. Our fighting allies are often in desperate need of more meat. And men and women working here at home for long hours on hazardous war jobs have a special right to their share of the meat.

Point-ration arithmetic.—Point rationed along with meats are cheese, fats, and oils. This close partnership springs only from the fact that they are all on the wartime scarce list. For though cheese makes a good main-dish alternate for meat occasionally, fats and oils have quite a different duty in well-balanced meals.

Each family is free to portion its own points for meats, cheese, and fats. Should your family choose to follow the "average" of peacetime eating habits, roughly two-thirds of your points will go for meat and cheese, the other third for fats (including such fat meats as bacon and salt pork) and oils.

IF YOU MUST ADJUST MEAL PLANS

For many families meat rationing calls for few, if any, diet changes. Families who have used meats more generously in the past need to adjust menus carefully now.

Meat supplies six main food values in goodly amounts:

PROTEIN of good quality
IRON
PHOSPHORUS
NIACIN
THIAMINE } three of the B vitamins
RIBOFLAVIN

If you have been relying heavily on meat for these, make sure the meals you serve using less meat still supply ample amounts of the same food values.

For good protein, the B vitamins, and phosphorus—call on poultry, cheese, milk, eggs, fish, dried beans and peas, lentils, soybeans, and peanuts. Excepting milk, fish, and cheese these are also good sources of iron. For the B vitamins and iron, stress also whole-grain and enriched cereals and bread. Green leafy vegetables are rich sources of iron.

Domestic rabbit and game are still other alternates for meat.

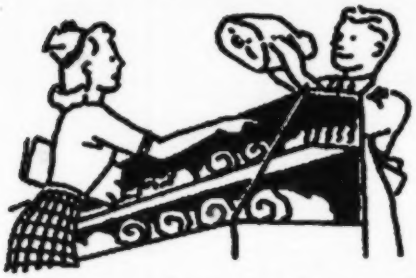
Share and share alike is the American way

Document 4: Department of Agriculture, Bureau of Human Nutrition and Home Economics, *99 Ways to Share the Meat* ([Washington, D.C.]: U.S. Government Printing Office, 1943), Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19854, Folder 36, Alabama Department of Archives & History, Montgomery, Alabama, page 2.

BEST COPY AVAILABLE

Lesson 6: Document 4 (p. 3)

MAKE GOOD USE OF ALL YOU GET



Get the most from every bit of meat you buy. Fight seen and unseen wastes—from butcher's block to table.

1. Be open-minded about using different cuts and kinds of meat. Try new ones, especially those with low point values.

2. Know your cuts—and the best uses for each cut.

3. Know what meat grades stand for.

4. Buy only as much meat as you have plans to use—and ways to store.

5. Put uncooked meat in a refrigerator or other very cold storage space if you keep it longer than a few hours. Cooked meat also needs careful storage. Ground meat, cooked or uncooked, needs colder storage than unground, cannot be kept so long.

6. Cook meat the modern way—at moderate heat until done and no longer. This keeps cooking losses low, and the meat is more juicy and tastes better.

7. Cook according to cut and fatness. Roast or broil a tender cut—in an uncovered pan with no water added. Give tough meat long, slow cooking in a covered pan with water or steam. Or grind tough cuts and cook as tender meat.

8. Vary the seasonings, especially when you use the same kind of meat often. Try a little onion, tomato, or green pepper . . . a dash of herbs or spices . . . to give a different taste.

9. Serve in many ways. Give stew new appetite appeal, for instance, by serving it in meat pies, as a filling for hot biscuits, or scalloped with macaroni or spaghetti.

10. Save all left-over meat, drippings, and gravy. Learn thrifty and tasty ways to use them.

SPREAD MEAT FLAVOR

Spread out the good meat flavor in more meals by mixing meat with bulky, mild-flavored foods. Try cereals, bread, vegetables, sauces as "meat extenders."

11. Loaves and patties. Bind well-seasoned raw meat with boiled rice . . . bread crumbs . . . white sauce . . . mashed potatoes . . . cooked corn meal, oatmeal, cracked or whole wheat. Mold into patty cakes for quick top-of-stove cooking . . . or loaves for oven baking.

12. Pot roasts. Add whole or halved vegetables to pot roasts during the last hour the meat cooks.

13. Stews. Add sliced or diced vegetables when meat pieces have cooked almost if not entirely tender in water to cover. Top with dumplings to spread flavor more.

Document 4: Department of Agriculture, Bureau of Human Nutrition and Home Economics, *99 Ways to Share the Meat* ([Washington, D.C.]: U.S. Government Printing Office, 1943), Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19854, Folder 36, Alabama Department of Archives & History, Montgomery, Alabama, page 3.

BEST COPY AVAILABLE

Lesson 6: Document 4 (p. 4)

14. Meat pies—family size or individual. Top a stew with pastry, biscuit rounds, mashed potatoes, or corn-meal mush.

15. Meat broiled on toast. Toast bread on one side. Then spread untoasted side lightly with fat, sprinkle with salt and pepper, and cover with ground raw beef or lamb. Broil by direct heat.

16. Soups and chowders. Add pearl barley, macaroni, cracked or whole-grain wheat, spaghetti, or noodles to soups and chowders made from meat trimmings and bones. For more variety, add vegetables.

17. Stuffings. Make well-seasoned stuffing to "space out" a boned roast, a pair of spareribs sections, or small strips of meat for braised "birds."

18. Meat and beans. Combine beans simmered nearly tender with ground meat well-seasoned. Cook slowly until mixture thickens. For chile con carne, add chili and other "hot" seasonings.

19. Meat sauce. Brown ground raw meat, season with onions, peppers, tomatoes. Serve over cooked macaroni, spaghetti, noodles, rice, potatoes.

20. For barbecue sauce, simmer soup bones, tomatoes, and seasonings both hot and spicy—such as garlic, green peppers, bay leaf—in water to cover. Cook several hours, let set overnight, skim off fat, strain. Serve hot.

21. Croquettes. Season ground cooked meat. Bind with boiled rice, mashed potatoes, white sauce. Shape. Fry or bake.

22. Baked stuffed vegetables. Use same type mixture as for croquettes to stuff peppers, tomatoes, potatoes, eggplant, onions.

23. Turnovers. Fold a well-seasoned filling of chopped, cooked meat in rounds of pastry dough. Bake. Serve hot . . . or in place of sandwiches in the lunch box.

24. Timbales. Bake a mixture of ground cooked meat, white sauce, beaten eggs, and seasonings in custard cups set in a pan of hot water in a moderate oven.

25. Souffles. Mix ground cooked meat, bread crumbs, white sauce, seasoning, well-beaten egg yolks, folded-in beaten egg whites. Bake in cups or dish set in a pan of water in a moderate oven.

26. Creamed meat. Add chopped or ground cooked meat to milk sauce. Serve as shortcake filling for hot biscuits . . . or pour over bread, toast, waffles, potatoes, boiled rice, or macaroni.

27. Hash. Mix chopped or mashed cooked potatoes with chopped or ground meat. Season to taste and fry in cakes or in one big layer.

28. For southern hash cut cooked meat in small pieces, brown in fat. Then add diced potatoes, sliced onion and other seasonings, gravy or meat broth, and cook on top of the stove or in the oven.

29. Scalloped meat. Fill a baking dish with layers of chopped cooked meat or meat stew and cooked noodles, hominy, macaroni, or cooked vegetables. Pour sauce over all, top with bread crumbs, and bake.

30. Baked with vegetables or fruit. Put layers of sliced cabbage and apples in a baking dish, lay fried sausage cakes on top, cover and bake until cabbage and apples are tender.

31. Sandwiches. For the lunch box, give a "different" taste to meat by adding catsup, chili sauce, chopped pickle, thin slices of mild onion.

Document 4: Department of Agriculture, Bureau of Human Nutrition and Home Economics, *99 Ways to Share the Meat* ([Washington, D.C.]: U.S. Government Printing Office, 1943), Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19854, Folder 36, Alabama Department of Archives & History, Montgomery, Alabama, page 4.

BEST COPY AVAILABLE

Lesson 6: Document 4 (p. 5)

32. Make hot open-face sandwiches by laying slices of cold or hot meat on toast, bread, or biscuits. Top with gravy or savory sauce.

33. For a French-toasted sandwich spread ground cooked meat between bread slices, dip in egg-and-milk mixture, brown on both sides in a little fat in a frying pan.

34. Salad. Combine cooked macaroni, potato, or other vegetables, with cooked chopped meat, and salad dressing, and serve with lettuce, cress, or cabbage.

35. Chop suey and other meat-stretching specials are in many cookbooks.

GET ACQAINTED WITH VARIETY MEATS

Liver, kidneys, brains, and other variety meats usually are richer in iron than the muscle meats—some are extra good sources of one vitamin or another. In protein, they rate about the same as muscle meats.

36. Liver. Fry at moderate heat long enough to change the color. Don't overcook.

37. Scallop browned slices of liver with alternate layers of potato slices and a little onion. Cover with milk, bake till potatoes are tender. Or use cooked rice, macaroni, or noodles instead of potatoes.

38. Make liver loaf from liver browned slightly, then ground. Mix and bake as any meat loaf.

39. For a sandwich spread make a paste of liver broiled, fried, or simmered, then mashed or ground and seasoned.

40. Kidney. Broil tender kidneys.

41. Make stew of less tender kidneys.

42. Heart. Simmer long and slowly. Serve with onion gravy made from the stew broth. Season well.

43. Fill a heart with tasty stuffing, cook in a covered baking dish with water added.

44. Use chopped cooked heart as the basis for a meat loaf.

45. Tongue. Simmer, serve sliced, hot or cold, or "extended" with a white sauce.

46. Simmer, then bake in a covered dish with sliced vegetables.

47. Sweetbreads. Simmer till tender. Cool in broth. Then dip lobes in an egg-and-milk mixture, and brown in fat.

48. Broil cooked lobes. Pour melted fat over them and brown slowly.

49. Cream cooked lobes and serve over toast or in patty shells.

50. Brains. Precook in simmering water. Dip in an egg-and-milk mixture, then in bread crumbs, and fry.

51. Cream cooked brains and serve on toast or over waffles or biscuits.

52. Chop cooked brains and bind for croquettes.

53. Scramble cooked brains with eggs.

54. Make a salad from chopped cooked brains, chopped celery, and salad dressing.

Document 4: Department of Agriculture, Bureau of Human Nutrition and Home Economics, *99 Ways to Share the Meat* ([Washington, D.C.]: U.S. Government Printing Office, 1943), Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19854, Folder 36, Alabama Department of Archives & History, Montgomery, Alabama, page 5.

BEST COPY AVAILABLE

Lesson 6: Document 4 (p. 6)

55. Tripe. Simmer tender in water. Cut in slices, dip in batter, and fry.

56. Dip tripe, cooked tender, in melted fat, brown both sides in the broiler.

57. Cut cooked tripe in finger lengths, serve in a seasoned medium white sauce for creamed tripe.

58. Spleen and lungs. Simmer, then use in stews. Lungs go well with heart in stews and loaves.

SERVE POULTRY

Chicken, turkey, duck, goose, squab, guinea—all make excellent main dishes.

59. Young, tender poultry. Broil plump young birds at moderate heat. Turn from time to time. Baste frequently.

60. Fry plump young birds in shallow or deep fat.

61. Stuff and roast young well-fattened poultry. Keep oven temperature moderate.

62. Older birds or lean young poultry. Stuff and braise in a covered roaster.

63. Or brown cut-up fowl in a frying pan, then finish cooking in a casserole with added water and chopped raw vegetables.

64. Old, tough birds. Stew or steam to make tender. Cool in broth.

65. Plus dumplings or noodles. Cook dumplings or noodles in a gravy made by thickening broth from stewed chicken.

66. Cream and season stewed poultry cut from bones. Season, and serve with rice, noodles, in patty shells, on crisp toast or waffles.

67. Or use chopped cooked chicken as the basis for meat loaves, croquettes, soufflés, timbales, chop suey.

68. Cook giblets tender in a little water or broth. Thicken slightly. Serve piping hot with potatoes, toast, or rice.

69. For a giblet sandwich chop tender cooked giblets up fine. Combine with salad dressing or a little fat, and seasoning. Spread on bread.

70. Cook cut-up livers of young chicken in a frying pan in a little fat. Cook just long enough to change color of the liver. Serve with the drippings.

USE FISH AND SHELLFISH

Buy fish and shellfish of local varieties when possible and don't be shy about trying new kinds.

71. Fresh fish. Bake, boil, or fry fish at moderate heat.

72. Cooked fish stripped from the bones is good in cakes, scalloped dishes, loaves, croquettes, chowders, salads. Space it out with rice, mashed potatoes, spaghetti, white sauce.

73. Salt or smoked fish, when and if available. These may be used in most of the same ways as fresh fish—except that it is necessary to soak or parboil the fish first to remove part of the strong salt or smoke taste.

74. Oysters and clams. Serve in stews or chowders. . . . Try clams chopped fine, mixed in fritter batter, fried in well-flavored fat. . . . Dip oysters in egg and crumbs and fry. . . . Scallop oysters with cracker crumbs, with rice, or other bulky food. . . . Heat oysters, then season, cream, and serve on toast.

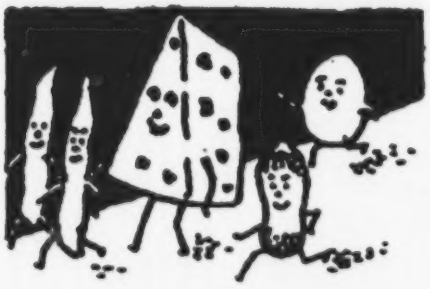
75. Shrimp and crab. Serve hot or cold, alone or together. . . . Crab meat is good made into small flat cakes and browned in fat. Creamed shrimp and crab meat are excellent on toast, rice, or spaghetti.

Document 4: Department of Agriculture, Bureau of Human Nutrition and Home Economics, *99 Ways to Share the Meat* ([Washington, D.C.]: U.S. Government Printing Office, 1943), Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19854, Folder 36, Alabama Department of Archives & History, Montgomery, Alabama, page 6.

BEST COPY AVAILABLE

Lesson 6: Document 4 (p. 7)

Cheese . . . eggs . . . dried beans . . . peanuts . . . soybeans, like meat, all make a good basis for stick-to-the-ribs dishes around which to build a meal. They all contain protein, plus one or more of the other food values found in meat—and usually extra food values of their own.



CHEESE MAIN DISHES

76. Make it eggs and cheese in fondues and souffles.

77. Melt American cheese in white sauce . . . pour over cooked macaroni, spaghetti, or noodles for a hot casserole dish. Use this same sauce for vegetable dishes.

78. For a rabbit, combine grated American cheese, white sauce, egg. Serve over toast or bread.

79. For a main-dish sandwich, toast cheese on bread in the oven, under the broiler, or in a frying pan. Dip in egg-and-milk mixture, then fry for a French-toasted sandwich.

80. Serve cottage cheese "as is," seasoned to taste—and in salad and sandwiches.

EAT EGGS

81. Serve eggs as eggs — soft-cooked hard-cooked, deviled, poached, fried, baked, scrambled. For best results keep heat moderate when you cook eggs.

82. For a hearty baked dish, mix hard-cooked eggs, cheese sauce, macaroni, or spaghetti, and top with bread crumbs.

83. For egg sandwiches, fry an egg firm, or combine sliced hard-cooked eggs with salad dressing. . . . Mix scrambled eggs, hot or cold, with catsup or tomatoes.

84. Make a corn pudding from beaten eggs, cooked corn, milk, and seasonings.

DRIED BEANS AND PEAS

85. For plain cooked beans, soak, simmer slowly in a covered pan. Flavor with something salt, sour, fresh, crisp, bright, or spicy.

86. Bake beans long and slowly. Good seasonings are molasses, mustard, salt pork, onion.

87. For a baked loaf or croquettes combine mashed or chopped cooked beans, milk, beaten eggs, bread crumbs, and seasonings.

88. For better bean soup, add finely chopped peanuts . . . tomatoes . . . carrots . . . or a few slices of frankfurter or bits of cooked ham or sausage.

89. Hearty bean sandwich fillings. Combine baked beans with onion, pickle, relish, or catsup. . . . Moisten with salad dressings. . . . Combine chopped peanuts and baked beans.

Document 4: Department of Agriculture, Bureau of Human Nutrition and Home Economics, *99 Ways to Share the Meat* ([Washington, D.C.]: U.S. Government Printing Office, 1943), Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19854, Folder 36, Alabama Department of Archives & History, Montgomery, Alabama, page 7.

BEST COPY AVAILABLE

Lesson 6: Document 4 (p. 8)

PEANUTS, PEANUT BUTTER

90. For a loaf or croquettes, mix chopped roasted peanuts with carrot or other chopped vegetables. Bind together and shape.

91. Try peanuts with tomatoes, sliced onion, and other vegetables in scalloped dishes.

92. Vary peanut-butter sandwiches with chopped crisp vegetables such as carrot or onion . . . chopped dried fruit . . . jelly, jam, honey . . . catsup, chili sauce . . . salad dressing . . . chopped pickle . . . hard-cooked eggs.

93. Blend peanut butter with sieved tomatoes for a soup.

94. Thicken hot milk with peanut butter for a sauce for scalloped or creamed rice, macaroni, potatoes, and other vegetables.

95. Add peanut butter to omelet.

SOYBEANS

96. Cook dry soybeans and serve in practically the same ways as any other dry beans.

97. Press cooked dry soybeans through a coarse sieve or grind in a food grinder for pulp to make soup, croquettes, loaves, soufflés.

98. Use cold soybean pulp as filling for sandwiches. Mix with chopped onion and enough salad dressing or milk to make it easy to spread.

99. Cook green soybeans in the pods or out. Eat as a vegetable hot—serve as a salad cold—combine in scalloped dishes.

Document 4: Department of Agriculture, Bureau of Human Nutrition and Home Economics, *99 Ways to Share the Meat* ([Washington, D.C.]: U.S. Government Printing Office, 1943), Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19854, Folder 36, Alabama Department of Archives & History, Montgomery, Alabama, page 8.

BEST COPY AVAILABLE

Lesson 6: Document 5

Document 5: G. W. Landrum, photograph (PN 15935), 1945, Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19860, Folder 17, Alabama Department of Archives & History, Montgomery, Alabama.

BEST COPY AVAILABLE

Lesson 7: Sacrifice and Service at Home

1. Background Information for Teachers

The Japanese surprise attack on Pearl Harbor in December 1941 prompted fears of bombing attacks on the U.S. mainland. Responding to the challenge, some 80,000 of the state's citizens enlisted as volunteers under the Alabama State Defense Council which provided training in civil defense activities and emergency services throughout the war. In support of the war effort overseas, Alabamians raised nearly four million dollars in donations for military support organizations like the USO and for European relief agencies. The raising and allocation of funds was coordinated by the Alabama War Chest, which became a model for the nation following its creation in 1942 by Governor Frank M. Dixon.

2. Learning Objectives

Upon completion of this lesson, students should be able to

1. Define and describe the duties of the Alabama State Defense Council.
2. Define and describe the Alabama War Chest fund.
3. Analyze the importance of home front service.

3. Suggested Activity

1. Make a copy of the documents of the Alabama State Defense Council and the Alabama War Chest for each student.
2. Ask the students the following questions:
   a. Why were the practice blackouts important?
   b. Why was it important to give passes to those who could drive during a blackout?

c. Who do you believe were the members of the Defense Councils? What were some possible reasons that these men were not serving in the war?

d. After reading the unsuccessful blackout reports, what would be your solution for getting the people of Alabama to take the exercises seriously?

e. What was the purpose behind the Alabama War Chest?

f. How would participation in activities like the blackouts and the Alabama War Chest affect those who were on the home front?

3. Place each student with a partner. Ask the partners to create a slogan and a poster to encourage participation in the Alabama War Chest fund or in the blackout campaign.

Documents

Document 1: Alabama State Defense Council. "Report on Blackout." Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19853, Folder 10, Alabama Department of Archives & History, Montgomery, Alabama. Attached and at http://www.archives.state.al.us/teacher/ww2/lesson7/doc01.html

Document 2: Alabama State Defense Council. "Blackout Pass." Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19853, Folder 9, Alabama Department of Archives & History, Montgomery, Alabama. Attached and at http://www.archives.state.al.us/teacher/ww2/lesson7/doc02.html

Document 3: "Reports of Officers." Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19882, Folder 12, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww2/lesson7/doc03p1.html

Document 4: Frederic Cornell, Huntsville, Alabama, to Safety Division Chief, 3 December 1942. Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19882, Folder 12, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww2/lesson7/doc04.html

Document 5: E. C. Knox, Huntsville, Alabama, to Col. Brice, Huntsville Arsenal, 3 December 1942. Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19882, Folder 12, Alabama Department of Archives &

History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww2/lesson7/doc05p1.html

Document 6: Alabama War Chest. "Give!" n.p., n.d. Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19849, Folder 5, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on web at http://www.archives.state.al.us/teacher/ww2/lesson7/doc06p1.html

Document 7: Alabama War Chest Forms. Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19849, Folder 5, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww2/lesson7/doc07p1.html

Document 8: Alabama War Chest. "The Alabama War Chest: What It Is." n.p., n.d. Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19849, Folder 5, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on the web at http://www.archives.state.al.us/teacher/ww2/lesson7/doc08p1.html

Lesson 7: Document 1

ALABAMA STATE DEFENSE COUNCIL
P. O. BOX 196
MONTGOMERY, ALABAMA

REPORT ON BLACKOUT August 26, , 1943.

TO ALL COMMANDERS:

It is the desire of this office to get a report on the recent blackout. Please fill in the form below and return to this office at your earliest opportunity.

1. OBSERVING OFFICER E. P. Rodwell Jr., Commander.
2. AREA PARTICIPATING Florala, Ala.
3. TIME SIGNALS RECEIVED: YELLOW 9:25 BLUE 9:35 RED 9:45 BLUE 9:57 WHITE 10:02

POINT OF OBSERVATION Florala C.D. Control Center (Dept. Agriculture Bld.
Time of arrival of personnel 20 on staff, 10 arrived by 9:30.
Number of staff Only 6 out of 20 failed to report.
Guarding of center Control center guarded all through blackout.
Discipline maintained throughout blackout Good, very little confusion.
General operations during blackout Practically all of organization manned post
Communication system and industry notification Yes.
Effectiveness and timing of local warning system Commander notified promptly on yellow signal. All siren signals blown according to schedule.

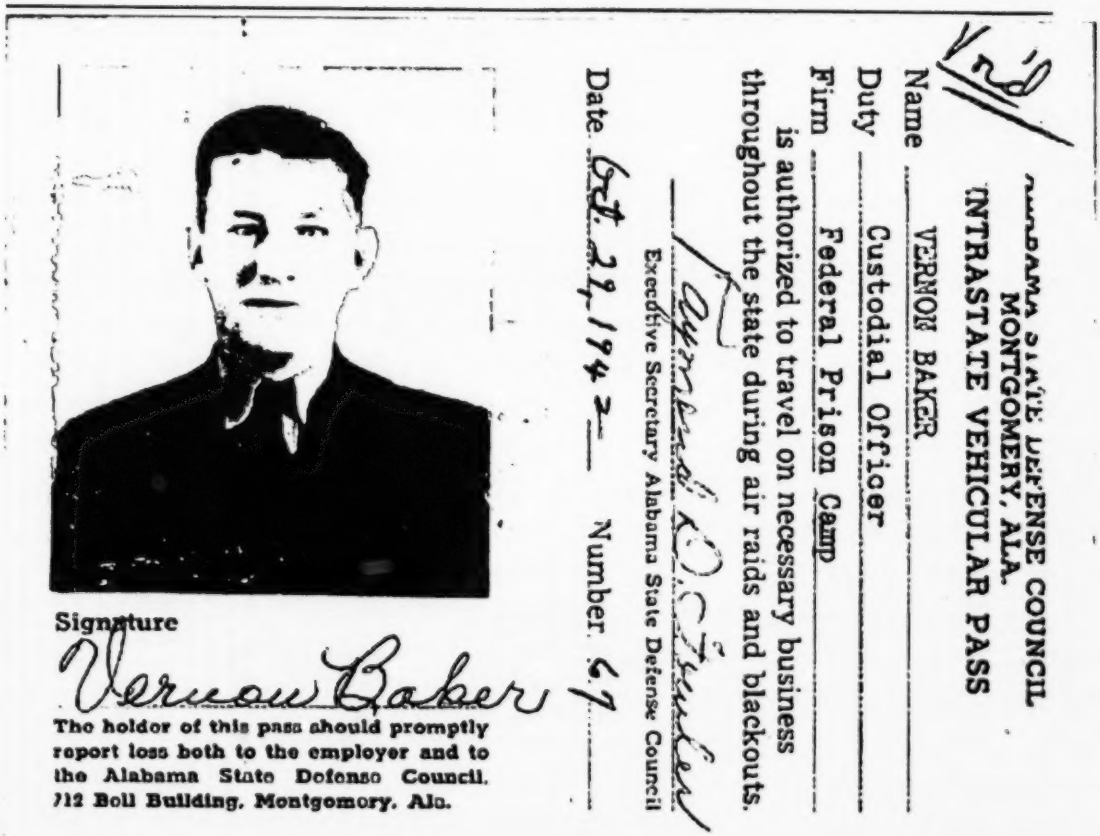
FUNCTIONING OF DEFENSE CORPS OUTSIDE CONTROL CENTER
Violations by places of business 1
Violations by residence None except through error.
Violations by industry None reported
Efficiency of air raid wardens, auxiliary police, etc. Excellent
Traffic control 2 violations reported.

REMARKS AND RECOMMENDATIONS The public forgets fast. Lights in several residences were turned back on during last Blue signal through error. These lights were turned back off when contacted by Wardens. No lights were visible in the town from the Control Center (including street lights) within two minutes after first Blue Signal. Only 10 wardens out of 32 made reports to control center. Automobiles traveling on through highways report not able to recognize wardens and aux. police. Transits have no way of knowing a blackout in effect in a community; however, most of them stop on blast from wradens whistle. Some wardens and Aux. Police forget arm bands and other identification on surprise blackouts. As a whole I think blackout here very successful.

Document 1: Alabama State Defense Council, "Report on Blackout," Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19853, Folder 10, Alabama Department of Archives & History, Montgomery, Alabama.

BEST COPY AVAILABLE

Lesson 7: Document 2



ALABAMA STATE DEFENSE COUNCIL
MONTGOMERY, ALA.
INTRASTATE VEHICULAR PASS

Name VERNON BAKER

Duty Custodial Officer

Firm Federal Prison Camp

is authorized to travel on necessary business throughout the state during air raids and blackouts.

Executive Secretary Alabama State Defense Council

Date Oct. 24, 1942 Number 67

Signature

Vernon Baker

The holder of this pass should promptly report loss both to the employer and to the Alabama State Defense Council, 712 Bell Building, Montgomery, Ala.

Document 2: Alabama State Defense Council, "Blackout Pass," Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19853, Folder 9, Alabama Department of Archives & History, Montgomery, Alabama.

BEST COPY AVAILABLE

Lesson 7: Document 3

REPORTS OF OFFICERS

Report #5

1. The following is a chronological list of events as they were observed during the blackout of December 2, 1942, at the Vulcan Tower, top of Red Mountain, Birmingham, Alabama, as reported by 1st Lt. James W. Brown, Jr:

a. Air raid signal sounded at 21:20 CWT.

2. The following deficiencies in the conduct of the said blackout were noted:

a. City street lights were not cut off until 2125 CWT and there was not a complete elimination of street lights until about 2130 CWT.

b. Traffic continued to flow steadily until about 2130 and thereafter there were many isolated cases observed of automobiles traveling during the blackout.

c. The area known as "Elyton" and West End was never at any time during the thirty minutes of blackout completely darkened. On the contrary many lights were observed and frequently houses in which lights had been turned off would suddenly show their lights for a few moments and then be blackened again.

d. It was observed that two apartment houses in the direction of Highland Park Golf Course failed to eliminate their lights.

e. During the course of the blackout a "run" was made by the steel plant in Ensley which presented a very prominent light and another "run" was made by the Sheffield Plant which, although not so prominent, was clearly discernable.

f. Frequently persons carrying flashlights could be observed around the city.

g. A series of white lights were observed in the direction of Graymont, which lights remained lighted during the entire blackout. However, the character of the source of said lights could not be determined. These lights were regularly spaced and would appear to have formed a boundry line or flood lights for some factory, railroad yard or public installation.

3. The Homewood sector was, with the exception of approximately a dozen isolated lights, completely blacked out about 2125 CWT. The Fairfield Wylam sectors were completely blacked out by 2125 CWT. The Ensley sector, with the exception of the furnace noted above, remained completely blacked out. The remainder of the city which could be observed remained a perfect target for enemy aircraft.

Document 3: "Reports of Officers," Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19882, Folder 12, Alabama Department of Archives & History, Montgomery, Alabama, page 1.

BEST COPY AVAILABLE

Lesson 7: Document 3 (p. 2)

4. About 75% of the entire city area under observation was lighted at the time the airplanes flew over the central section of the city.

5. Aside from the fact that the city was never at any one point of time completely blacked out the greatest deficiency appeared to be the tardiness with which street lights, advertising signs, home lights were eliminated.

6. About 2135 CWT several sections of street lights in the north sections of the city were flashed on and off.

7. Although the alert warning devices were discernable from the tower it is the personal opinion of this officer that the warning devices are inadequate and may be the cause of delay in the proper functioning of the blackout.

8. The blackout as a whole was very unsatisfactory.

Document 3: "Reports of Officers," Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19882, Folder 12, Alabama Department of Archives & History, Montgomery, Alabama, page 2.

BEST COPY AVAILABLE

Lesson 7: Document 3 (p. 3)

REPORTS OF OFFICERS

Report #6

1. The following is a chronological list of events as they were observed during the blackout of December 2, 1942, at Birmingham, Alabama, as reported by 2nd Lt. Larry T. Swann:

a. Air raid signal sounded 2120 CWT. City street lights and business lights began to go out at 2125 CWT.

b. Traffic was still running on the Montgomery highway at 2128 CWT.

c. The southside of the city was 50% lighted up to 2o minutes after the raid sirens sounded and was never completely blacked out.

d. The business district was about 50% lighted when the planes came over.

e. The Homewood sector was, with a few scattered exceptions, blacked out at 2125 CWT.

f. The Fairfield and Ensley sections were blacked out within five minutes.

g. The southside and business districts were never completely blacked out.

h. Traffic was noted in the city 15 minutes after the raid signals were given.

2. It is believed that more warning devices are needed in the city proper and in the east, west and south ends of town.

3. The blackout was far from satisfactory.

Document 3: "Reports of Officers," Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19882, Folder 12, Alabama Department of Archives & History, Montgomery, Alabama, page 3.

BEST COPY AVAILABLE

Lesson 7: Document 4

December 3, 1942.

MEMORANDUM

To: Chief, Safety Division

Subject: Blackout in Huntsville, Alabama, December 2, 1942.

1. The undersigned was at the Huntsville Civilian Defense Center when the yellow flash was received at 8:40 P. M. He proceeded immediately downtown to watch the proceedings. In a few minutes the mill sirens and several other sirens sounded. There was some confusion at first but within a few minutes most of the lights had gone out. Only four store windows remained lighted.

2. Air Raid Wardens and Auxiliary Police were stationed on each street corner. They seemed to be performing their duties effeciently and effectively. There was relatively little confusion except for the first minute or two after the sirens began to sound. Of course, every one took cover except those specifically assigned to duties on the streets and a few spectators. All traffic except ambulances stopped as required.

3. The all clear was sounded at about 9:15 P. M. and within a few minutes all lights seemed to be on again. This observer returned to Civilian Defense Headquarters and was told that in addition to the four stores which remained lighted downtown, four homes in the city failed to observe the blackout.

4. Later the undersigned was told that Westlawn, Redstone, Merrimack Mills and the other housing additions failed to observe the blackout to any great extent but that the blackout on the Arsenal was most effective.

Frederic Cornell

FREDERIC CORNELL
1st Lt., CWS

Document 4: Frederic Cornell, Huntsville, Alabama, to Safety Division Chief, 3 December 1942, Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19882, Folder 12, Alabama Department of Archives & History, Montgomery, Alabama.

BEST COPY AVAILABLE

Lesson 7: Document 5

HEADQUARTERS HUNTSVILLE ARSENAL

CHEMICAL WARFARE SERVICE

OFFICE OF THE POST SIGNAL OFFICER

IN REPLY REFER TO:

HUNTSVILLE ARSENAL, ALA.

December 3, 1942

MEMORANDUM

TO: Col. Brice, Intelligence Officer, Huntsville Arsenal

1. The undersigned visited the city of Huntsville Air Raid Warning Control Center Wednesday night December 2, arriving at the Police Station at 6:45 P.M.

The Police Desk Sergeant received the first air warning from the Gadsden center by long distance telephone. He in turn called the Chief Air Raid Wardens. The Chief Wardens use their home telephones to notify the officials under them and then gather at the control center. The control center has two telephones with which to make and receive calls as well as the long distance flash telephone. The practice of Chief Wardens calling their squads from their home telephones at the Yellow Flash, relieves the control center telephone of an extra load.

3. The Yellow Flash was received at the Police Station at 8:21 P.M. Three Wardens had reported within five minutes. Ten officials with two messenger boys had arrived nineteen minutes after the first warning. Fifteen officials and ten messenger boys had arrived by 8:43, right after the Blue Signal.

4. The opinion of this Offices is as follows:

a. Time of arrival of personnel: Excellent

b. Number of staff (in control center): Sufficient

c. Guarding of center: Well guarded by Police and Firemen. Police are always on duty in the building and emergency Police were called in after the Yellow Flash.

d. Discipline maintained throughout blackout. Within the control center everyone was well disciplined, (another officer was on duty

Document 5: E. C. Knox, Huntsville, Alabama, to Col. Brice, Huntsville Arsenal, 3 December 1942, Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19882, Folder 12, Alabama Department of Archives & History, Montgomery, Alabama, page 1.

BEST COPY AVAILABLE

Lesson 7: Document 5 (p. 2)

to observe in the city area). A report came to the center that a lady refused to turn out her lights. A Policeman was dispatched to the address.

e. General operations during blackout: Very good. Warning Signals were received from Gadsden as follows:

Yellow	8:21 P.M.
Blue	8:41 P.M.
Red	8:46 P.M.
White	9:16 P.M.

f. Communication system and Industry notification: Communication system is adquate, by the use of home telephones, by the Chief Wardens on Flash Yellow. Industry notification was very fast and the first whistle sounded within one minute after the Red Flash.

g. Effectiveness and timing of local warning system: Timing, good. Effectiveness (to be reported by Area Umpire). It is recommended that all telephone numbers to be called by the control center be listed on large cards, one list of numbers for each calling telephone.

5. The local Radio Station was not reached until 8:48 P.M. For some reason the Station did not answer the telephone. The Station broadcasted the alarm at 9:00 P.M., but then went on with its program.

6. Huntsville Arsenal received the signal as follows:

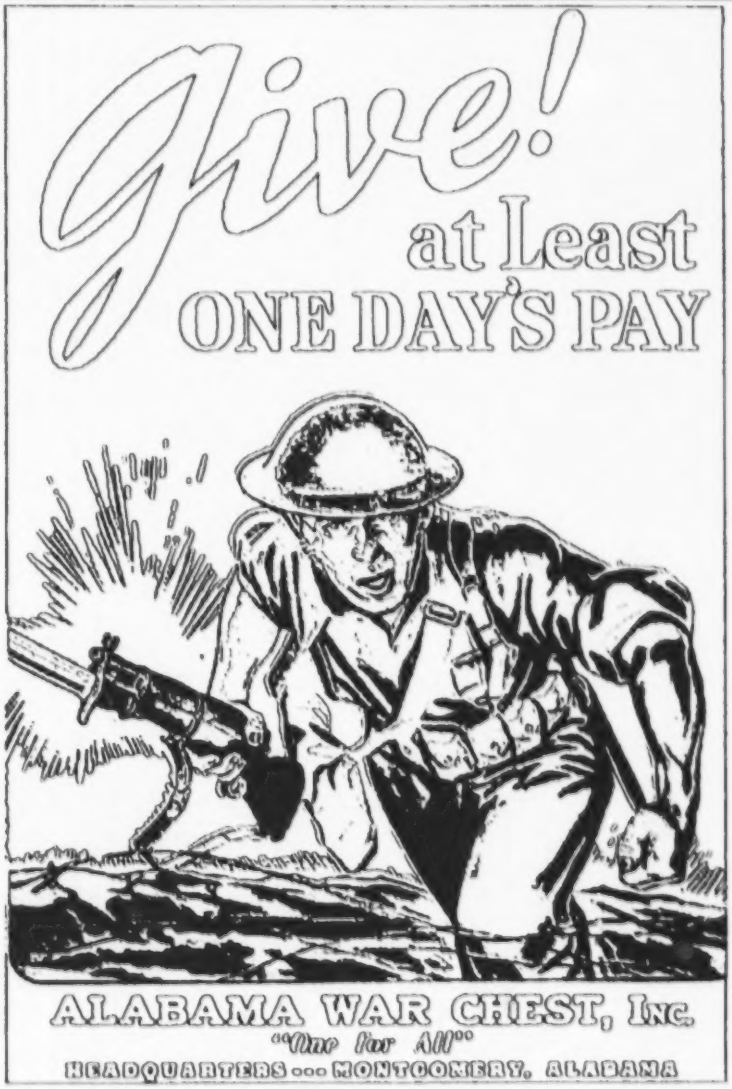
From Gadsden	Yellow	8:26 P.M.
	Blue	8:41 P.M.
	Red	8:44 P.M.
	White	9:19 P.M.
From Huntsville	Yellow	8:22 P.M.
	Blue	8:39 P.M.
	Red	8:44 P.M.
	White	9:19 P.M.

E. C. KNOX,
1st Lt., Signal Corps,
Asst. Post Signal Officer.

Document 5: E. C. Knox, Huntsville, Alabama, to Col. Brice, Huntsville Arsenal, 3 December 1942, Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19882, Folder 12, Alabama Department of Archives & History, Montgomery, Alabama, page 2.

BEST COPY AVAILABLE

Lesson 7: Document 6



Document 6: Alabama War Chest, "Give!" (n.p., n.d.), Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19849, Folder 5, Alabama Department of Archives & History, Montgomery, Alabama, page 1.

BEST COPY AVAILABLE

YOUR Share

ONE DAY'S PAY!

From Those Who Work for Wages

Much MORE from Those Who Have MORE to Spare

Make your standard of *living*—your standard of *giving* to Alabama's War Chest!

Remember this ONE APPEAL is for EIGHT WAR SERVICE agencies.

Remember the sacrifices our boys are making. Remember the courageous people of our Allied nations, who have suffered so much more than we.

Give accordingly!

★ ★ ★

ALABAMA WAR CHEST OFFICERS

GOVERNOR FRANK DIXON, *Honorary President* ..... Montgomery
HAYGOOD PATTERSON, *President* ..... Montgomery
J. L. BEDSOLE, *First Vice-President* ..... Mobile
JOSEPH L. LANIER, *Second Vice-President* ..... Lanett
W. C. BOWMAN, *Treasurer* ..... Montgomery
W. O. DOBBINS, JR., *Secretary* ..... Montgomery
W. A. STEADMAN, *Appeal Chairman* ..... Birmingham
T. D. JOHNSON, *Appeal Co-Chairman* ..... Birmingham
H. C. LACKEY, *Executive Director* ..... Montgomery

EXECUTIVE COMMITTEE

GOVERNOR FRANK DIXON, *Honorary Chairman* ..... Montgomery
HAYGOOD PATTERSON, *Chairman* ..... Montgomery
JAS. F. ALSTON ..... Tuscaloosa
J. L. BEDSOLE ..... Mobile
ALGERNON BLAIR ..... Montgomery
WILLIAM H. DEYO ..... Anniston
HORACE HALL ..... Dothan
W. G. HARE ..... Birmingham
JOSEPH L. LANIER ..... Lanett
J. F. McRAE ..... Mobile
WILLIAM MITCH ..... Birmingham
W. H. PLANT ..... Selma
BARRETT SHELTON ..... Decatur
GORDON SMITH ..... Mobile
M. H. STERNE ..... Birmingham
OSCAR WELLS ..... Birmingham

Document 6: Alabama War Chest, "Give!" (n.p., n.d.), Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19849, Folder 5, Alabama Department of Archives & History, Montgomery, Alabama, page 2.

BEST COPY AVAILABLE

Lesson 7: Document 7

$_____ _____ Ala.

_____ 1942

I (we) subscribe

_____ Dollars

to ALABAMA WAR CHEST, INC., payable

_____

Name _____

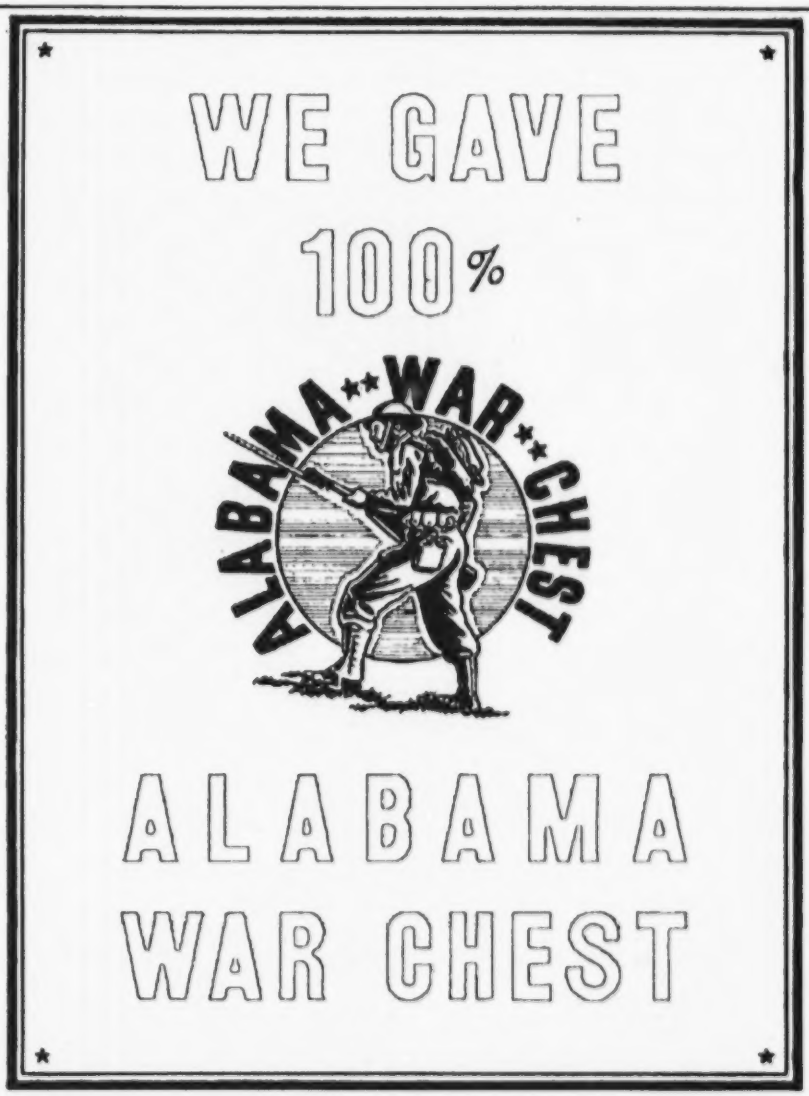
Address _____

Make Check Payable to ALABAMA WAR CHEST, INC.

Document 7: Alabama War Chest Forms, Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19849, Folder 5, Alabama Department of Archives & History, Montgomery, Alabama, page 1.

BEST COPY AVAILABLE

Lesson 7: Document 7 (p. 2)



Document 7: Alabama War Chest Forms, Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19849, Folder 5, Alabama Department of Archives & History, Montgomery, Alabama, page 2.

BEST COPY AVAILABLE

Lesson 7: Document 8

THE ALABAMA WAR CHEST

What It Is

Why It's Needed

What It Does

Headquarters:
MONTGOMERY, ALABAMA

Document 8: Alabama War Chest, "The Alabama War Chest: What It Is" (n.p., n.d.), Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19849, Folder 5, Alabama Department of Archives & History, Montgomery, Alabama, page 1.

Lesson 7: Document 8 (p. 2)

THE ALABAMA WAR CHEST

World-wide war has brought unparalleled distress and suffering to millions of inhabitants of Allied nations. Building of a great army and navy in our own country has also called into existence urgently needed agencies to promote the welfare of our own fighting men.

Stirred by the misery and destitution among peoples of subjugated nations and those who fight so valiantly with us today to win the Victory, many groups have been organized nationally to raise relief funds. Other groups are providing recreational facilities and many other services for our own boys in the service.

All these legitimate war service agencies are doing praiseworthy work. But operating as unrelated agencies, each has presented its own appeal for public support. Some agencies, whose campaigns have been best organized or which have had the benefit of the best leadership, have raised in our state considerably more than their goal. Other agencies, not so well organized but equally deserving of support, have not been so successful. And the rapid succession of appeals has tended to exhaust the available leadership, which becomes weary and depleted through repeated campaigns for public funds. Yet appeals that come later into the field may be altogether as worthy and urgent as previous appeals to which leaders, taxed with many war tasks and personal business problems, had already devoted their time and effort.

Recognizing this situation, Governor Frank Dixon on May 27th called a meeting in Montgomery of representative citizens from every county. He proposed the organization of an ALABAMA WAR CHEST which would undertake to raise, through one state-wide annual appeal to citizens in every county, a fund for all war service agencies deserving of support and asking to participate.

Unanimous approval of the ALABAMA WAR CHEST plan was voted by those present. A Constitution and By-Laws were prepared. Officers and members of an Executive Committee were elected to plan and direct the state-wide appeal. A Budget and Quota Committee was named to examine the aims and activities of war service agencies that wished to participate, decide how much each agency should be allotted, set up the total budget, then allocate to each county its proper share.

The Budget and Quota Committee invited applications from all legitimate war service agencies. It critically examined their activities and national

Document 8: Alabama War Chest, "The Alabama War Chest: What It Is" (n.p., n.d.), Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19849, Folder 5, Alabama Department of Archives & History, Montgomery, Alabama, page 2.

BEST COPY AVAILABLE

Lesson 7: Document 8 (p. 3)

quotas, determined Alabama's proper share, then how much each agency should receive. Provision was made in the total budget of $589,500 for a contingency fund to care for any war service agency that might apply later for admission to the Alabama War Chest.

Allocation of county quotas was fixed after consideration of six economic factors, including total bank deposits in each county, number of automobiles, assessed values, farm and non-farm population, white and colored population, and total population. Because of density of population, increased activities due to war expenditures and other factors that should make money raising easier, quotas of the larger counties were set substantially higher relatively than those of rural counties. It was decided that all counties raising their quotas will retain 8% of the amount raised in the county. Counties over-subscribing their quotas will retain the surplus, which may be expended for any war purpose under the direction of the County Chairman, subject to approval of the War Chest Executive Committee, or may be earmarked for the county and credited to the county's next year quota.

To afford every Alabamian the opportunity to do his part, Alabama was divided into 13 districts, each in charge of a District Chairman, responsible for a certain number of adjacent counties. County Chairmen, key men of the campaign, were named to head appeals in each county.

Budget Allotments

ALABAMA WAR CHEST

United Service Organizations, Inc.	$272,000
British War Relief Society, Inc.	25,000
Greek War Relief Association, Inc.	25,000
Russian War Relief, Inc.	35,000
United China Relief, Inc.	60,000
War Prisoners' Aid Committee, YMCA	10,000*
Polish American Council	20,000
Queen Wilhelmina Fund, Inc.	5,000
Campaign Expenses	15,000
Administrative Expenses for one year	15,000
To be retained for local purposes for each county making its goal	50,000
Contingency Fund	57,500
	$589,500

*Deduct any collections in Alabama in excess of $2,500. The foregoing budget allotments have been accepted by each of the war service agencies.

Document 8: Alabama War Chest, "The Alabama War Chest: What It Is" (n.p., n.d.), Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19849, Folder 5, Alabama Department of Archives & History, Montgomery, Alabama, page 3.

BEST COPY AVAILABLE

Lesson 7: Document 8 (p. 4)

WHAT EACH AGENCY IS DOING

United Service Organizations—USO

USO was formed at the urgent request of the Army and Navy Departments to provide recreation centers, entertainment, religious services, personal and home-like surroundings, club houses and rooms, canteens at important transfer stations and metropolitan centers, in areas and communities surrounding camps, training stations, defense areas and at transportation centers in our larger cities. It has established over 900 such club houses and centers in the United States, and in offshore bases such as Hawaii, Puerto Rico, Alaska, Panama, etc., where men in uniform, while off duty, can meet, write, relax. USO goes where the soldiers and sailors and marines go;—USO staff men were captured when Bataan fell. It is "Home Away From Home" for the millions of men in the service of our nation.

"When you give to the USO you give to someone you know" is the slogan of the USO.

British War Relief

In Britain, armies of homeless families, and many women and children left without husbands and fathers—their property destroyed by Hitler's bombers—need help desperately. British War Relief needs food and clothing, ambulances, field kitchens for feeding the bombed-out refugees; it needs medical and surgical supplies. Your gift will aid brave people to whose very doorsteps war has come, with all its terror, danger, suffering and tragedy.

Greek Relief Association, Inc.

Tiny Greece won the world's admiration by her stubborn fight against invading armies. Today her people are starving. War Chest gifts will save lives by speeding food and medicines to the famine-haunted Greeks; friend and foe alike have given promises of safe-conduct for relief ships bound for Greek ports. The entire population of Greece is existing on the verge of starvation. This association charters ships which deliver cargoes of food and medical supplies regularly to ports of Greece. These are distributed through soup kitchens and feeding stations by the International Red Cross Committee (Swiss). Over one-half million people in Athens and Piraeus alone, depend on these kitchens and stations to furnish once a day a plate of soup and a piece of bread. When no Mercy Ships arrive, they cease operating. During certain cold periods when

Document 8: Alabama War Chest, "The Alabama War Chest: What It Is" (n.p., n.d.), Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19849, Folder 5, Alabama Department of Archives & History, Montgomery, Alabama, page 4.

BEST COPY AVAILABLE

Lesson 7: Document 8 (p. 5)

no food was available for distribution, the death rate normally 40 a day before war—was well over 1,000 a day.

Russian War Relief

No nation has fought more doggedly and courageously to defeat the battling hordes of our enemies than Russia! Close behind the lines skilled Russian surgeons have toiled to save the lives of wounded men—men who have so bravely faced their enemies and ours. In Russia there is no shortage of courage or of skill; there is a pitiful shortage of drugs and surgical instruments. Russian War Relief has sent medicines and equipment—will send more to save thousands of lives of fighting men, if gifts are adequate.

United China Relief

Military experts say: "Without China's help in this war our country would be in grave danger of defeat." United China Relief sends food and medicines to areas in China where famine and disease are threatening to do what the Japanese invader could not do—conquer a gallant and freedom-loving people. The sole purpose is to raise funds to supply medicines, food, clothing and shelter for the sick and wounded in the wake of the war in China. Gifts will help establish hospitals, care for war orphans, furnish seed for China's fields, aid her people to work—and fight—for victory on the far Western Front of the Pacific War!

War Prisoners' Aid Committee, YMCA

Already many of our nations' fighting men are prisoners of war,—held in enemy concentration camps. Through the International YMCA many services of recreation, education, social activities, and the meeting of many personal needs—the helping hand of fellow Americans is extended to those men of ours who, except for the work of the War Prisoners' Aid Committee, would find life even more difficult. The least we can do is to say to them through this Prisoner of War Work that we have not forgotten and that we will help them keep up their courage and their spirit until Victory is won and they are once again free men.

Queen Wilhelmina Fund, Inc.

The Nazis overran Holland. Two years ago Hitler's brutal forces struck without warning. The Dutch people defended their country magnificently

Document 8: Alabama War Chest, "The Alabama War Chest: What It Is" (n.p., n.d.), Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19849, Folder 5, Alabama Department of Archives & History, Montgomery, Alabama, page 5.

BEST COPY AVAILABLE

Lesson 7: Document 8 (p. 6)

in the face of overwhelming odds. There was no stopping the mechanized Hitler hordes then. Courage alone was not enough. The Netherlands people have been unusually modest in their appeal for refugee aid. This fund aided, over two years, many refugees from Holland, and now is faced with the added problem of refugees from the Netherlands East Indies and the Far East who have been, and will be arriving in Australia, British India and America. They include many of the families—wives and children—of the fighting forces of the Royal Dutch Army, Navy and Air forces and the Dutch Merchant Sailors, whose fleet has been in active service of the United Nations. Most of these men who today man these ships, have no knowledge as to the whereabouts or welfare of their families.

Polish American Council

First to take a stand against aggressor nations, war torn Poland has paid a bitter price for her valiant effort to defend the homeland. Yet the cruel punishments of their oppressors have failed to stop the Polish people from continual sabotage of Nazi supplies. Today, 200,000 Polish prisoners of war in German camps are cold, ragged and starving; 15,000 Polish soldiers interned in Switzerland are dependent in part for outside aid; 30,000 Polish refugees and internees in occupied France are in need of bare necessities; 2,000,000 Polish exiles in Russia lack clothing, food, medicines and shelter. To aid these the Polish-American Council was organized. It sends standard food packages to Polish prisoners; clothing and supplies to Polish refugees; contributes to relief of the terrible human suffering in Poland which has followed its invasion.

THOSE IN CHARGE

Officers

GOVERNOR FRANK DIXON, *Honorary President*, Montgomery

HAYGOOD PATERSON, *President*, Montgomery

J. L. BEDSOLE, *First Vice President*, Mobile

JOSEPH L. LANIER, *Second Vice President*, Lanett

W. C. BOWMAN, *Treasurer*, Montgomery

W. O. DOBBINS, JR., *Secretary*, Montgomery

W. A. STEADMAN, *Appeal Chairman*, Birmingham

T. D. JOHNSON, *Appeal Co-Chairman*, Birmingham

R. C. LACKEY, *Executive Director*, Montgomery

Document 8: Alabama War Chest, "The Alabama War Chest: What It Is" (n.p., n.d.), Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19849, Folder 5, Alabama Department of Archives & History, Montgomery, Alabama, page 6.

BEST COPY AVAILABLE

Lesson 7: Document 8 (p. 7)

Executive Committee

GOVERNOR FRANK DIXON, *Honorary Chairman*, Montgomery

HAYGOOD PATERSON, *Chairman*, Montgomery

JAS. F. ALSTON, Tuscaloosa	J. F. McRAE, Mobile
NOEL R. BEDDOW, Birmingham	WILLIAM MITCH, Birmingham
J. L. BEDSOLE, Mobile	W. H. PLANT, Selma
ALGERNON BLAIR, Montgomery	JAMES SALIBA, Florence
WILLIAM DEYO, Anniston	BARRETT SHELTON, Decatur
HORACE HALL, Dothan	GORDON SMITH, Mobile
W. O. HARE, Birmingham	M. H. STERNE, Birmingham
JOSEPH L. LANIER, Lanett	OSCAR WELLS, Birmingham

Budget and Quota Committee

OSCAR WELLS, *Chairman*, Birmingham

H. A. BERG, Birmingham	C. M. A. ROGERS, Mobile
ALGERNON BLAIR, Montgomery	M. H. STERNE, Birmingham

District Chairmen

LOUIS ROSENBAUM, Florence: District No. 1—including counties of Colbert, Franklin, Lauderdale.

BARRETT SHELTON, Decatur: District No. 2—including counties of Cullman, Lawrence, Morgan.

P. S. DUNNAVANT, Huntsville: District No. 3—including counties of Jackson, Limestone, Madison.

SAM POLLOCK, Gadsden: District No. 4—including counties of Cherokee, DeKalb, Etowah, Marshall.

R. W. BRANYON, Hamilton: District No. 5—including counties of Fayette, Lamar, Marion, Winston; L. T. HUDGINS (*Co-Chairman*), Winfield.

MARK HODO (*Chairman*) Birmingham: District No. 6—including counties of Blount, Jefferson, Shelby, St. Clair, Walker; W. H. MITCH (*Co-Chairman*), Birmingham; TROY ARNOLD (*Co-Chairman*), Birmingham.

JUDGE R. B. CARR, Anniston: District No. 7—including counties of Calhoun, Clay, Cleburne, Randolph, Talladega.

Source: Alabama War Chest, "The Alabama War Chest: What It Is" (n.p., n.d.), Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19849, Folder 5, Alabama Department of Archives & History, Montgomery, Alabama, page 7.

BEST COPY AVAILABLE

Lesson 7: Document 8 (p. 8)

ROLAND ADAMS, York: District No. 8—including counties of Bibb, Greene, Pickens, Sumter, Tuscaloosa.

H. W. GAMBLE, Selma: District No. 9—including counties of Dallas, Hale, Marengo, Perry, Wilcox.

JOE L. LANIER, Lanett: District No. 10—including counties of Chambers, Coosa, Lee, Russell, Tallapoosa.

J. L. BEDSOLE, Mobile: District No. 11—including counties of Baldwin, Choctaw, Clarke, Conecuh, Escambia, Mobile, Monroe, Washington.

HAYGOOD PATERSON (*Chairman*), Montgomery: District No. 12—including counties of Autauga, Bullock, Butler, Chilton, Covington, Crenshaw, Elmore, Lowndes, Macon, Montgomery, Pike; BEN FITZPATRICK (*Co-Chairman*), Wetumpka.

CHAS. H. ADAMS (*Chairman*), Dothan: District No. 13—including counties of Barbour, Coffee, Dale, Geneva, Henry, Houston; BETTS SLINGLUFF (*Co-Chairman*), Dothan.

Document 8: Alabama War Chest, "The Alabama War Chest: What It Is" (n.p., n.d.), Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19849, Folder 5, Alabama Department of Archives & History, Montgomery, Alabama, page 8.

Lesson 8: VE Day!

1. Background Information for Teachers

By the fall of 1944, Allied victory over the Axis Powers in Europe seemed inevitable. While final victory over Germany did not come until May of 1945, the end of nearly four long years of war in Europe and of sacrifice at home was eagerly anticipated in Alabama and the nation. Fearful that wild celebrations would disrupt public order, cautious community leaders made "Victory in Europe" plans which stressed sober thanksgiving over joyous revelry, reminding citizens that the war against Japan was far from over.

2. Learning Objectives

Upon completion of this lesson, students should be able to:

1. Define VE Day.
2. Analyze the importance of planning for public activities.
3. Discuss the importance of safety in public activities.
4. Synthesize a plan for VE Day for their community.

3. Suggested Activity

1. Make a copy of the plan for VE Day in Jefferson County.
2. After the students read the plan, ask them to list the concerns of the county.
3. Compare the lists and compile them to create one list for the class. (Emphasize the need for cooperation, control and concern for the war in the Pacific.)
4. Ask the students to write a suggested plan for their community for VE Day. Remind the students that less populated areas might have a totally different approach to a large scale celebration. What problems might be encountered? What would be their biggest concern? What city

organizations would need to be involved? (Police, firemen, etc.?) Who would they ask to serve on the planning committee?

Document: Birmingham VE Day Plan

Document: John H. Atkinson. "VE Plan." 1944. Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19856, Folder 22, Alabama Department of Archives & History, Montgomery, Alabama. Attached and on web at http://www.archives.state.al.us/teacher/ww2/lesson8/docp1.html

Lesson 8: Document

NOTE: The following is VE-Day plan as set up by Jefferson County. We thought that you might be interested in this plan and, of course, you may change it to suit your needs.

VE (VICTORY IN EUROPE) PLAN
FOR JEFFERSON COUNTY, ALABAMA

In view of conflicting rumors and divergent published statements relative to the observance of "Victory in Europe" Day, Commissioner Eugene 'Bull' Connor, at the request of the Birmingham Pastors' Union, called together in his office a number of representatives of organizations and agencies of Jefferson County for the purpose of considering ways and means of coordinating plans for the proper observance of VE Day. The group organized itself and named Captain J. H. Atkinson, Director, Protective Corps, Civilian Defense, as Chairman and the Rev. Harold J. Dudley, president of the Birmingham Pastors' Union, as Secretary. The Chairman was instructed to name a Steering Committee, with himself as Chairman, to set up a comprehensive but unified program for all of Jefferson County, incorperating the fundamental principles underlying the several plans promulgated by the various organizations and agencies of the county.

The Steering Committee discovered a prevailing tendency among the individual plans and programs submitted of the need of giving to VE Day a distinctly spiritual significance. The Key-note of the Day should be <u>Every Citizen at Worship and Work.</u>

Document 1: John H. Atkinson, "VE Plan," 1944, Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19856, Folder 22, Alabama Department of Archives & History, Montgomery, Alabama, page 1.

BEST COPY AVAILABLE

Lesson 8: Document

NOTE: The following is VE-Day plan as set up by Jefferson County. We thought that you might be interested in this plan and, of course, you may change it to suit your needs.

VE (VICTORY IN EUROPE) PLAN
FOR JEFFERSON COUNTY, ALABAMA

In view of conflicting rumors and divergent published statements relative to the observance of "Victory in Europe" Day, Commissioner Eugene 'Bull' Connor, at the request of the Birmingham Pastors' Union, called together in his office a number of representatives of organizations and agencies of Jefferson County for the purpose of considering ways and means of coordinating plans for the proper observance of VE Day. The group organized itself and named Captain J. H. Atkinson, Director, Protective Corps, Civilian Defense, as Chairman and the Rev. Harold J. Dudley, president of the Birmingham Pastors' Union, as Secretary. The Chairman was instructed to name a Steering Committee, with himself as Chairman, to set up a comprehensive but unified program for all of Jefferson County, incorporating the fundamental principles underlying the several plans promulgated by the various organizations and agencies of the county.

The Steering Committee discovered a prevailing tendency among the individual plans and programs submitted of the need of giving to VE Day a distinctly spiritual significance. The Key-note of the Day should be Every Citizen at Worship and Work.

Document 1: John H. Atkinson, "VE Plan," 1944, Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19856, Folder 22, Alabama Department of Archives & History, Montgomery, Alabama, page 2.

BEST COPY AVAILABLE

Lesson 8: Document (p. 3)

there to be no cessation of activity in essential war industry.

We conclude this comprehensive plan of action by quoting from an editoral in a recent issue of the New York Times:

> "There are two ways to celebrate - - - One way is to riot in the streets, throwing confetti, breaking windows, and getting drunk. The other way is to observe a few minutes of silence, to attend meetings in the churches, to express with dignity and sobriety the relief we feel because one costly phase of the great war is over. There will be no call for childish and barbaric joy. Too many will have fallen. Too many will be still in danger. The kind of celebration we or our fathers had in November, 1918, would be an affront to those who are in deep grief and those in anxiety for their loved ones."

Document 1: John H. Atkinson, "VE Plan," 1944, Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19856, Folder 22, Alabama Department of Archives & History, Montgomery, Alabama, page 3.

BEST COPY AVAILABLE

Lesson 8: Document (p. 4)

We believe the latter method is the one desired by all right-thinking citizens of Jefferson County, and we invite you to join officially with us in giving public utterance to the statement herein outlined that our God may be glorified and our citizenry pointed to the most patriotic manner in which it may express its devotion to our beloved country.

Signed: John H. Atkinson
Chairman
VE-Day Committee

COMMITTEE

Captain John H. Atkinson, Chairman
Rev. Harold J. Dudley, Secretary
Clarence F. Doggan
Harry D. de Buys
Herbert C. Kyzer
Mrs. George Lewis Bailes

MEMORANDUM
September 30, 1944

1. As Chairman of your committee on VE-Day activities, will you sign the bottom of this page, expressing thereby your concurrence and approval of this plan throughout the County.

Document 1: John H. Atkinson, "VE Plan," 1944, Alabama State Council of Defense (1941-1946), Program Administrative Files, SG 19856, Folder 22, Alabama Department of Archives & History, Montgomery, Alabama, page 4.

BEST COPY AVAILABLE

General Suggestions for Analyzing a Written Document

1. Describe the document. Is this a letter, a will, a bill of sale or some other kind of document?

2. What is the date of the document? Is there more than one date? Why?

3. Who is the author of the document? Is this person of historical significance? Do you believe that the author of this document is credible? Is this document written as a requirement of the author's occupation or is this a personal document?

4. For what audience was this document written?

5. List or underline three (3) points that the author made that you believe are important.

6. Why do you think that the author wrote this document? Use quotes from the document to support your position.

7. List two (2) things from the document that describes life in the United States or in Alabama.

8. Write one (1) question to the author that is unanswered by the document.

General Suggestions for Analyzing a Photograph

1. Study the photograph for two (2) minutes.

2. What subject does this photograph present?

3. What is the time period of the photograph? Look at clothing fashions, cars or other means of transportation, architecture and advertisements that may be present in the photograph.

4. List any people, activities, or objects in the photograph.

5. List three (3) suggestions about the type of activity being presented in the photograph.

6. Why do you believe that this photograph was taken? Why was this an important event?

7. List two (2) things from the photograph that describes life in the United States or in Alabama.

8. Write two (2) questions about the photograph that remains unanswered in your mind.

9. Where might you be able to locate more specific information concerning the time period or event being recorded by the photograph?

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Blanket)

SO036010

I. DOCUMENT IDENTIFICATION (Class of Documents):

All Publications: Using Primary Sources in the Classroom On-line Lesson Plans

Series (Identify Series):

Division/Department Publications (Specify): Alabama Department of Archives and History

Publication Date:

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to each document.

If permission is granted to reproduce and disseminate the identified documents, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

☑

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) *and* paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate these documents as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: Debbie Pendleton	Printed Name/Position/Title: Debbie Pendleton / Assistant Director
Organization/Address: Alabama Dept. of Archives & History 624 Washington Avenue Montgomery, AL 36130-0100	Telephone: 334-242-4363 FAX: 334-240-3433 E-Mail Address: dpendleton@archives.state.al.us Date: 6.17.03

(over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC/CHESS
2805 E. Tenth Street, #120
Bloomington, IN 47408

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: ericfac@inet.ed.gov
WWW: http://ericfacility.org